REPORT RESUMES

ED 003 236 56

VIDEOTAPES AND KINESCOPIC RECORDINGS AS SITUATIONAL TEST AND LABORATORY EXERCISES IN EMPATHY FOR THE TRAINING OF COUNSELORS.

BY- BUCHHEIMER, ARNOLD AND OTHERS
CITY UNIV. OF NEW YORK, HUNTER COLLEGE
REPORT NUMBER NDEA-VIIA-837 PUB DATE 65
REPORT NUMBER BR-5-0870
EDRS PRICE MF-$0.18 HC-$4.92 123P.

DESCRIPTORS- *COUNSELING, *COUNSELOR TRAINING, *VIDEO TAPE RECORDINGS, *PSYCHOLOGICAL PATTERNS, INSTRUCTIONAL FILMS, INSTRUCTIONAL TELEVISION, *KINESCOPE RECORDINGS, *AUDIOVISUAL AIDS, NEW YORK CITY, NEW YORK

AN INVESTIGATION WAS DESIGNED (1) TO ANALYZE THE EMPATHIC PROCESS IN COUNSELING, (2) TO DEVELOP MEASURES OF EMPATHIC RESPONSIVENESS, AND (3) TO DEVELOP TRAINING MATERIALS TO IMPROVE THE EMPATHIC RESPONSIVENESS OF COUNSELORS. THE TECHNIQUES DEVELOPED IN THE STUDY INVOLVED THE SPECIAL USE OF FILM AND TELEVISION AND THE SIMULATION OF A COUNSELING PROCESS AND TRAINING. A UNIQUE FEATURE OF THE STUDY WAS THE CREATION OF A "STANDARD COUNSELEE" OUT OF AN AUTHENTIC COUNSELING SITUATION DEVOID OF ANY ARTIFICIALITY OR ROLE-PLAYING. IN THE PROCESS OF EVALUATING EMPATHY, THE INVESTIGATORS ASKED THE COUNSELORS IN TRAINING TO PERFORM A SERIES OF TASKS REPRESENTING DIFFERENT MODELS OF EMPATHY. IMITATION AND IDENTIFICATION WERE FOUND TO PLAY A GREATER ROLE IN COUNSELOR EMPATHY THAN ATTRIBUTION, LENDING SUPPORT TO THE THEORETICAL CONCEPTS OF LIPPS, ALPORT, MURRAY, AND STEWART. THE RELATIONSHIP OF EMPATHY VARIABLES WAS NOT CLEARLY ESTABLISHED AS APPLICABLE TO COUNSELING. NEW INSTRUMENTS TO MEASURE EMPATHIC BEHAVIOR AND POTENTIAL WERE DEVELOPED. SEVEN 16 MM FILMS WERE DEVELOPED FROM VIDEOTAPES AS TRAINING EXERCISES IN COUNSELING. SUGGESTIONS FOR FURTHER STUDY WERE PRESENTED. (JC)

ED003236

~~5-0280~~

Title 7
5-0870 A-837

U. S. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
Office of Education
This document has been reproduced exactly as received from the person or organization originating it. Points of view or opinions stated do not necessarily represent official Office of Education position or policy.

TECHNICAL REPORT TO THE U.S. OFFICE OF EDUCATION

VIDEOTAPES AND KINESCOPIC RECORDINGS AS SITUATIONAL TEST AND LABORATORY EXERCISES IN EMPATHY FOR THE TRAINING OF COUNSELORS

Hunter College of The City University of New York

1965

PROJECT STAFF

1962 -1965

Dr. Arnold Buchheimer, Co-Director
Dr. Samuel I. Squires, Co-Director

Mrs. Ines T. Sala, Research Assistant
Mr. Gerald Sircus, Research Associate

Dr. Jesse S. Goodman, Research Associate (1963-5)

Mr. Donald Brown, Counselor (1962-3)
Mr. George Cappel, Technical Consultant (1963-4)
Dr. David Diamond, Counselor (1962)
Mr. Julius Fast, Technical Consultant (1962-3)
Mrs. Charlotte Fox, Counselor (1962-3)
Mr. Paul Friedman, Counselor (1962)
Dr. Bernard Katz, Counselor and Technical Consultant (1962)
Dr. William Laidlaw, Rater (1963-5)
Mr. George Langberg, Rater (1963-5)
Dr. Edward Minister, Rater (1964-5)
Mrs. Lillian Perlich, Counselor (1962)
Miss Marion Sobel, Secretary (1965)

Mr. Robert Brock, Television Associate (1963)
Mr. Herbert Sass, Television Associate (1962)

Dr. Herbert Schueler, Director of Teacher Education, Hunter College (1963-5)

****

Films Produced by This Project

The Counseling Process - A Closer Look

The Simulated Practicum - Five Exercise Films

A Test of Counselee Responsiveness

VIDEOTAPES AND KINESCOPIC RECORDINGS AS SITUATIONAL TEST AND LABORATORY EXERCISES IN EMPATHY FOR THE TRAINING OF COUNSELORS

National Defense Education Act Title VII
Research Project No. 7-42-0550-1670

Arnold Buchheimer
The City University of New York

Jesse Goodman
Hunter College of The City University of New York

Gerald Sircus
Hunter College of The City University of New York

****

Hunter College of The City University of New York
1965

****

The research reported herein was supported by the New Media Branch of the Office of Education, United States Department of Health, Education and Welfare.

ERRATA

Page IV	W. Virgil Nestrick
Page 15	hypotheses
Page 68	hypotheses
Page 3	Einfühlung
Page 97	Einfühlung
Page 76	Although the tapes of control practicum Type B were collected at the same time in the training procedure as control practicum Type A and the experimental practicum,

ACKNOWLEDGEMENTS

We appreciate the help we have received in the conduct of this research from many different individuals and sources. Special appreciation is expressed to the students and counselors who have participated in this study as "subjects"; to the counselees who were counseled before the television cameras and to their parents who gave permission; and to the members of the City University of New York staffs and the members of the New York Board of Education staffs among whom were:

Miss Catherine Arcoleo, Referring Counselor, DeWitt Clinton High School, Bronx
Dr. Martin Astor, Assistant Professor of Education, Queens College of the City University of New York
Mr. Egon Bachrach, Accountant at Business Office, Hunter College of the City University of New York
Dr. Dora Bashour, Director of Language Laboratory, Hunter College of the City University of New York
Dr. E. A. Bergauer, Director of Research Administration, Hunter College of the City University of New York
Dr. Bernard D. Branson, Assistant Professor of Education, Queens College of the City University of New York
Mrs. Sylvia Brody, Referring Counselor, Stuyvesant High School, Manhattan
Dr. Jewell Hughes Bushey, Chairman of Mathematics Department, Hunter College of the City University of New York
Mr. John Caban, Audio-Visual Associate, Hunter College of the City University of New York
Dr. Louis Camp, Principal, Hunter College Elementary School of the City University of New York
Mr. Robert Cappel, Audio-Visual Assistant, Queens College of the City University of New York
Mr. Marius De Leon, Assistant Chief Engineer, Television Center, Hunter College of the City University of New York
Dr. Mary P. Dolciani, IBM Instructor, Hunter College of the City University of New York
Miss Dorothy Draper, Referring Counselor, Junior High School 60, Manhattan
Dr. Gordon Fifer, Associate Professor of Education, Hunter College of the City University of New York
Mrs. Charlotte Fox, Referring Counselor, Hunter College High School, Manhattan
Mrs. Gladys Friedland, Referring Counselor, Junior High School 126, Queens
Dr. William Friedman, Principal, Sheepshead Bay High School, Brooklyn
Mr. Harold Froelich, Audio-Visual Technician, Hunter College of the City University of New York
Dr. Mary Gambrell, Acting President, Hunter College of the City University of New York
Dr. Milton Gold, Professor of Education, Hunter College of the City University of New York
Dr. Leo Goldman, Professor of Education, Coordinator of Program in Guidance and School Counseling, the City University of New York
Dr. Myron Gordon, Assistant Professor, Department of Student Personnel, Queens College of the City University of New York

Mrs. Minnie Greif, Secretary, Guidance Laboratory, The City University of New York

Dr. Michael Guerriero, Associate Professor of Education, City College of the City University of New York

Miss Elizabeth Hayward, Referring Counselor, Manhattan Vocational and Technical High School

Miss Maxine Heiman, Referring Counselor, Junior High School 60, Manhattan

Dr. Bernard Katz, formerly Instructor, Guidance Laboratory, the City University of New York

Mr. Roman Kifiak, Audio-Visual Assistant, City College of the City University of New York

Dr. Marcel Lidji, Director, Language Laboratory, City College of the City University of New York

Mrs. Elizabeth Lippith, Audio-Visual Coordinator, City College of the City University of New York

Mr. Herman London, Audio-Visual Associate, Hunter College of the City University of New York

Dr. Robert H. Mathewson, Professor Emeritus, the City University of New York

Dr. Donald Medley, Board of Higher Education, Division of Teacher Education, the City University of New York

Dr. Harold Mitzel, formerly Division of Teacher Education, the City University of New York

Dr. Virgil N. Nestrick, Associate Dean, Division of Teacher Education, the City University of New York

Dr. John W. Orten, Assistant Professor of Education, City College of the City University of New York

Mrs. Emma Penn, Referring Counselor, Junior High School 120, Manhattan

Mrs. Grace Perrucci, Referring Counselor, Stuyvesant High School, Manhattan

Dr. Emily Philpott, Associate Professor of Education, Queens College of the City University of New York

Dr. Samuel Pinzer, Associate Librarian, Queens College of the City University of New York

Dr. William Rabinowitz, formerly Division of Teacher Education, the City University of New York

Dr. Harry N. Rivlin, Dean, Division of Teacher Education, the City University of New York

Mrs. Anne Scharfman, Referring Counselor, Junior High School 126, Queens

Mrs. Harriet Schueler, Referring Counselor, Hunter College High School

Miss Betty Schwartz, Referring Counselor, High School of Art and Design, Manhattan

Dr. Dorothy Sebald, Associate Professor of Education, Hunter College of the City University of New York

Dr. Robert Sherman, Assistant Professor of Education, Queens College of the City University of New York

Mrs. Florence Silver, Lecturer, Guidance Laboratory, the City University of New York

Mrs. Susan S. Tanz, Lecturer, Department of Mathematics, Hunter College of the City University of New York

Mr. Myron Wechsler, Referring Counselor, Stuyvesant High School, Manhattan
Mr. Albert Weeks, Audio-Visual Technician, Hunter College of the City University of New York
Dr. Max Weiner, Assistant Professor of Education, Brooklyn College of the City University of New York
Miss Josephine White, Secretary, Guidance Laboratory, The City University of New York
Dr. Phyllis Wilson, Associate Professor of Education, Queens College of the City University of New York
Dr. Anastasia Ziobrowsky, Assistant Professor of Education, Queens College of the City University of New York

Mrs. Barbara Bonawitz, College of Education, Michigan State University
Dr. William Farquhar, Associate Professor, College of Education, Michigan State University
Dr. Norman Kagan, Associate Professor, College of Education, Michigan State University
Dr. David Krathwohl, Associate Professor, College of Education, Michigan State University
Dr. David Lane, Associate Professor of Education, University of Florida

Mr. William Bingham, Associate Professor of Education, Rutgers - The State University
Mr. Lee Joselin, Associate Professor of Education, Rutgers - The State University
Mr. Isaac Thigpen, Research Assistant, Rutgers - The State University

Arnold Buchheimer
Project Co-Director

ABSTRACT

VIDEOTAPE AND KINESCOPIC RECORDINGS AS SITUATIONAL TEST AND LABORATORY EXERCISES IN EMPATHY FOR THE TRAINING OF COUNSELORS

January 1962 - May 1965

Arnold Buchheimer
Jesse Goodman
Gerald Sircus

National Defense Education Act Title VII
Research Project No. 7-42-0550-1670

This investigation was designed to analyze the empathic process in counseling, to develop measures of empathic responsiveness, and to develop training materials to improve the empathic responsiveness of counselors.

The techniques developed in the study involved the special use of film and television and the simulation of a counseling process and counseling training. One of the unique features of the study was the creation of a "standard counselee" out of an actual counselee in an authentic counseling situation devoid of any artificiality or role-playing. This event marks a basic innovation in counseling research and counselor training.

The special use of film and television as a training device for counselors was found to be highly successful. In addition, insight was gained into the laboratory practicum as a training situation. An instrument was developed that clearly differentiates between empathic responsiveness of experienced and inexperienced counselors and that can be used to evaluate the empathic potential of counselor-trainees.

The investigation and analyses of the dimensions of empathy suggest that empathy in counseling is not based on a unitary trait but probably involves several psychological mechanisms and processes.

****

The research reported herein was supported by the
New Media Branch of the Office of Education,
United States Department of Health, Education and
Welfare.

PRECEDING PAGE BLANK-NOT FILMED

CHRONOLOGY OF PROJECT ACTIVITIES
January 1962 May 1965

January 1962 - June 1962

1. Organization of Project
2. Preliminary Analysis of Q-Sort and Rating Scale of Empathic Behavior Data Collected Prior to Project
3. Selection of Counselors
4. Selection of Counselees
5. Production of Kinescopes

June 1962-August 1962

1. Selection of Kinescopes for Film Test
2. Development of Scenes for Film Test
3. Development of Multiple Choice Items for Film Test

September 1962-December 1962

1. Editing and Preparation of Film Test
2. Development of Demonstration Film
3. Administration of Film Test to Pilot Groups

January 1963-June 1963

1. Production of Videotapes
2. Administration of Film Test to Pilot Groups
3. Selection of Videotapes for Film Exercises
4. Data Analysis of Film Test Responses
5. Development of Rating Scales of Confluence
6. Development of Silent Set Rating Scale

July 1963-September 1963

1. Transfer of Videotapes to Kinescopes
2. Editing of Film Exercises

September 1963-February 1964

1. Administration of Variables to Control and Experimental Groups
    a. Q Sort
    b. Empathy Test
    c. Film Test
    d. Rating Scale of Empathic Behavior
2. Use of Film Exercises with Experimental Groups
3. Continued Editing of Film Exercises
4. Beginning of Ratings of Film Test Responses and Interviews
5. Refinement of Empathy Test
6. Development of Supervisory Rating Scale

CHRONOLOGY OF PROJECT ACTIVITIES

February 1964-June 1964

1. Administration of Variables to Control and Experimental Groups
    a. Q Sort
    b. Empathy Test
    c. Film Test
    d. Rating Scale of Empathic Behavior
2. Use of Film Exercises with Experimental Groups
3. Administration of Film Test to Criterion Groups
4. Continuation of Ratings of Film Test Responses and Interviews
5. Development of Supervisory Rating Scale

June 1964-August 1964

1. Continuation of Ratings of Film Test Responses and Interviews
2. Development of Computer Programs for Data Analysis
3. Administration of Film Test to Control Group at Rutgers University
4. Refinement of Silent Set Rating Scale into Rating Scale of Cognitive Accuracy

September 1964-February 1965

1. Administration of Variables to Control and Experimental Groups
    a. Q Sort
    b. Empathy Test
    c. Film Test
    d. Rating Scale of Empathic Behavior
2. Use of Film Exercises with Experimental Groups
3. Continuation of Ratings of Film Test Responses and Interviews
4. Development of Computer Programs for Data Analysis

February 1965-May 1965

1. Continuation of Ratings of Film Test Responses and Interviews
2. Continuation of Development of Computer Programs
3. Data Analysis
4. Preparation of Technical Report

CONTENTS

Acknowledgements iii
Abstract vii
Chronology of Project Activities ix

CHAPTER I. INTRODUCTION 1
- The Concept of Empathy 1
- The Situational Test 4
- Special Use of Television and Films 5
- The Standard Counselee 7
- Practicum Training 7
- Hypotheses 12
- Variables 13
- Research Design 14

CHAPTER II. METHODOLOGY 16
- Criteria for Selection of Counselors and Counselees for Recordings 16
- Production 17
- Pilot Administration of the Film Test 25
- Analysis of Data Obtained from Pilot Administration of the Film Test 27
  - A Scale for Rating Responses to the Silent Set of the Film Test 30
  - A Rating Scale of Confluence for Free Response to Film Test 33
- Other Measures of Empathic Responsiveness 34
  - The Q Sort as a Test of Interpersonal Prediction 34
  - The Squires Empathy Test 36
  - The Rating Scale of Empathic Behavior 36
- The Film Exercises 40
- The Sample 53
- Description of the Raters 55

CHAPTER III. RESULTS 57
- Reliabilities 57
- The Differentiation Hypothesis 57
- The Change Hypothesis 60
- The Relationship Hypothesis 68

CHAPTER IV. DISCUSSION 72
- Group Differences 72
- Relationships 74
- Change 75
- Student Reactions to Film Exercises 82
- Supervisor Observations of Trainee Behavior and Progress during Film Exercises 83
- Change as Reflected on the Rating Scale of Cognitive Accuracy and the Rating Scale of Confluence 85
- Training 88
- Problems of Control 89
- The Standard Counselee 90
- Rater Behavior 91
- Pre and Post Testing 94
- Summary 95

CONTENTS

CHAPTER V. SUMMARY AND CONCLUSIONS 96

- Empathic Responsiveness 96
- The Empathic Milieu 97
- Suggestions for Further Study 97
- Suggestions for Use of Procedures and Instruments Developed by this Project 98
- Summary 99

REFERENCES 101

APPENDIX 109

CHAPTER I. INTRODUCTION

This investigation was designed to analyze the empathic process in counseling; to develop measures of empathic responsiveness; and to develop training materials to improve the empathic responsiveness of counselors.

The techniques developed in the study involved the special use of film and television and the simulation of a counseling process and counseling training. One of the unique features of the study was the creation of a "standard counselee" out of an actual counselee in an authentic counseling situation devoid of any artificiality or role-playing. This event marks a basic innovation in counseling research and counselor training.

The basic objectives of this study are as follows:

1. To analyze the dimensions of empathy.
2. To develop instruments that will differentiate between the empathic responsiveness of the experienced and inexperienced counselors and evaluate the empathic potentiality of counselor trainees.
3. To develop situational exercises for the training of empathic responsiveness in counselors.

The assumptions underlying this research are as follows:

1. Empathic behavior is learned behavior and can be developed through training.
2. There are identifiable individual differences in empathic potential.
3. The degree to which counselors can be trained to behave empathically will vary.
4. Effective techniques for developing empathic responsiveness in counseling have not yet been constructed.

The Concept of Empathy

The study of empathic responsiveness seldom has been more than the study of interpersonal perception and prediction, based upon a narrow and static theory of empathy. Operational definitions have been constricted and fail to differentiate the empathic process from other psychological processes or psychological mechanisms. Empathic traits and empathic functions have not been adequately differentiated, and empathy has been assumed to be a unitary trait. Previous studies have been especially restricted by the use of paper and pencil measures that do not have adequate validity or applicability to counseling. Experimental designs have not analyzed the interactive and reciprocal empathic relationships within counseling -- analyses critical to the understanding of the empathic process. This study includes such an analysis.

Similarly little work has been done in developing the empathic responsiveness of counselors. It has been assumed that if counselors improve in their counseling skill, they will ipso facto become more empathic. It has also been assumed that empathic responsiveness can be learned, but little attention has been given to how a person may learn to respond more empathically or in what way he may be trained to do so. This study considers the training of empathic responsiveness as a possible antecedent to the general improvement of counseling skill, and the development of appropriate techniques for this training.

During the conduct of the study, the research staff was guided by the following definition of empathy: "The ability to structure the world as another person sees it"; i.e., the counselor's task is to feel, to react and to interpret the counselee's world as he sees it without the counselor's enactment of these perceptions as if he were the counselee.

In this study we have attempted to synthesize, explore and apply the various theoretical models of empathy which are applicable to counselor training. These various positions have been summarized by Buchheimer (1962). They are: (1) inter-personal prediction; (2) role-assumption; (3) confluence. Chart I indicates the various models of empathy; the psychological mechanisms presumably used in the study to test the models as well as the metaphors:

Chart I. Theoretical Models, Metaphors, Mechanisms and Tests of Empathy

Model of Empathy	Theoretical Metaphor	Psychological Mechanism	Test of Empathy
Predictive	Role-prediction	Projection	Q sort matching
Aesthetic	Role-assumption	Introjection	Squires Empathy Test
Recipathic	Confluence	Mutual transference	Confluence Rating Scale Film Test Rating Scales

Empathy as Interpersonal Prediction

The study of empathy as interpersonal prediction provides the greatest fund of research. The empathic person becomes the predictor of another person's behavior. He assumes the other person's role for a time as if he were the other person. The study of empathy as interpersonal prediction began with Cottrell (1949) and continued with Dymond (1952) and Speroff (1953).

A standard procedure was established for the studies of empathic behavior that followed. Individual A does some kind of self description. Individual B, the empathizer, does the same description that *A* does as if he were A. Such an operation involves the psychological mechanism of projection. It may also involve such mechanisms as identification and attribution. But the empathic projection, prediction, or identification is presumably more objective than the pure psychological mechanisms.

Empathy as Role Assumption

The mechanism involved in role assumption is *introjection* rather than projection. This is the oldest concept of empathy originally developed by Lipps (1907). The person assumes the role or activity of another person; for example, mothers who feed their children often go through the same motions of the mouth that the babies make. Little research has been done using this model *per se*. Although most researchers have taken the original definition of empathy, *Einfuhlüng*, to connote prediction, in this study a differentiation is made between empathy as prediction and empathy as role assumption. In empathy as *prediction*, the assumption is made that the basic psychological mechanism which operates is *projection*. While in role *assumption*, the basic mechanism that operates is assumed to be *introjection*. In the role-assumption concept, the empathic person internalizes the perceived role of the other. The role-assumption model of empathy is aesthetics. The feeling is incorporated by the perceiver. Thus a person viewing the statue of Atlas feels the heaviness of the earth as the statue carries it. Or a person listening to the funeral march of Beethoven's Eroica Symphony feels the sadness and heroism portrayed.

Art, music and drama appreciation are common tests of empathy (Lifton, 1956; Squires, 1956) when the role-assumption model is used as a measure of empathy.

Neither the prediction studies nor the role-assumption studies have shown much relationship to counseling performance, in spite of the fact that empathy is considered one of the most important characteristics of a counselor (Rogers, 1958). Perhaps the reason for this lack of definitive findings is that empathy measures in counseling research have not been measures of interaction.

Empathy as Confluence

Murray (1938) was the first to conceive of empathy as an interactive concept which he called *recipathy*. Unfortunately, this term was not accepted when Murray first coined it. If it had been, empathy research might have been guided by interactive concepts rather than projective or introjective concepts.

Several years after Murray, David Stewart (1954, 1955, 1956) defined empathy as *mutual transference*, and in 1956, out of the earlier experimentation with empathy as prediction, Speroff suggested the concept of empathy as convergence. Stewart's concept of empathy contains introjection, prediction and interaction. He defines empathic development as progression from initiation, to identification, to interaction. However, Stewart is skeptical of empathy research. As he states it: "You cannot verify goodwill; you can only illustrate it in action and this is to know it in action". (1955).

Thus far, we have seen that in the literature empathy has at least three basic psychological connotations: projection, introjection and mutual transference. These mechanisms translated into counseling behavior become: prediction, role assumption and mutuality. Because empathy, translated from Einfühlung, has been used heretofore in very static ways and because mutuality is too broad a concept for research in counseling, it is suggested that the concept of confluence be used for empathy in counseling. The counseling relationship has a flow, it has a movement, and within the movement one can observe a series of convergent events: the counselor and the counselee come together, they go apart, then come together. Each interview and each relationship has its own momentum. Hence the idea of confluence.

When we talk about confluence, we are speaking of a perceptual gestalt of the flow of the interview; of the quality of the counselor-counselee interactions; of their agreements and dissents, culminating in the expressiveness of the counselee.

In the translation of empathy to observation terms we distinguish two aspects of empathy: the functional and conceptual. Functional empathy is reflected in the actual confluent responses of a counselor as he works with a counselee. It is the "working empathy" of the confluent individual. It is a "gestalt", although a highly articulated one, with many components which are functioning in harmony with one another. Conceptual empathy is reflected in the ability of an individual to discriminate confluent with non-confluent responses when presented with an array of choices.

Furthermore, although there is a high correlation between the functional and conceptual components in the empathic person, a series of differentiating statements may be made. A person displaying functional empathy will usually be able to make such discriminations consistently although he may not agree with particular confluent responses because they do not "fit" his style. A highly confluent response is often stated in the form of metaphors which are idiosyncratic. Some individuals who do not display functional empathy may be able to discriminate confluent from non-confluent responses when presented with an array of possible responses. Most individuals who do not display functional empathy will not be able to make such discriminations.

The Situational Test

One of the problems confronting us at the outset of the study was how to meet Stewart's objection to empathy research and, at the same time, create a situation that would represent the counseling process in ways other than the usual paper and pencil approach. Stewart maintained that research intervention as such violates the empathic process. While we have felt that the usual tests of empathy are too narrow and static, we do not agree that the concept is "unresearchable"! Thus, we decided to construct a series of situational tests of counselor empathy.

A situational test may be defined as a task which requires the person to behave as if he were in an actual situation, even though the test situation itself may be contrived. A situational test of empathic behavior was used by Arbuckle and Wicas (1957) and Astin (1958). These researchers used audiotape recordings of interviews and developed rating systems for analyzing counselor behavior.

Thus, the performance of a counselor may actually be observed and evaluated as he interacts and responds. A situational test can reproduce the actual counseling situation. Furthermore, in a situational test the counseling situation does not vary with time.

Special Use of Television and Films

The previous situational tests for the study of empathy used audiotapes of interviews. With the advent of closed circuit television, it became possible to construct a situational test of an interview in which the counselor and counselee were not only heard but seen. In addition, through kinescope recording techniques, 16mm film can be used as a training technique. The use of film is not new as a training device either in counseling or in education.

In a comprehensive analysis, completed in 1964, Reid and MacLennan summarized and abstracted the research on instructional television and film. They examined: (1) the effectiveness of televised and film instruction as compared with regular classroom instruction; (2) the research in the use of television and film in the teaching of performance skills; (3) the research in the use of TV and film as a demonstration-teaching and in-service-training device; and (4) the various techniques of simulation. The authors conclude that no significant differences were found between televised and direct classroom instruction. However, they affirm the value of televised demonstration teaching for in-service training as well as training of student teachers. Through the use of television, demonstration teaching provides an opportunity for observation by wider audiences than direct observation in a classroom. It furthermore provides an opportunity for "concurrent analysis and observation" by the demonstrator or teacher. Moreover, it is a convenient method which can be carried beyond the school day, and the particular lesson or aspect of a lesson can be preserved for future demonstrations. Televised observations, in the eyes of these researchers, are practical and convenient methods of demonstrating teaching approaches and techniques for the novice as well as the experienced teacher.

Another use of television involves training programs. However, few of these efforts have the resources or modifications necessary to individualize instruction (Haines, 1963; Binnion, Witty, Ort and White, 1963; Gropper and Lumsdaine, 1961; and Kimble, 1953).

Classroom situations for teacher training were simulated by adapting motion picture techniques (Kersh, 1961, 1963). Kersh stated that by film projection, the classroom could be recreated sufficiently so that a learner could respond quite readily and actively. Furthermore, videotape and television have been successfully employed in counselor and supervisory training (Kagan, Krathwohl and Miller, 1963; Landsman and Lane, 1963; Walz and Johnson, 1963).

In our own study, we have set out to prepare materials that are both demonstrational and instructional where the student may observe, discuss and analyze in a convenient location. It is primarily this aspect of television that has interested the researchers conducting this study. In addition, we have attempted to simulate an actual situation. Reid & MacLennan report that little conclusive research has been done in this area.

They attribute some of the difficulties they encountered in reviewing the research, and the inconclusive nature of the research, to the following problems: (1) Deficiencies in experimental design due to the use of nonrandom groups. (2) Confusion of variables. (3) Brevity of tests and evaluation instruments used. (4) Lack of sharpness of measuring tools. (5) Complexity of variables. (6) Lack of evaluation and repetition of the studies on which they report. They recommend that in future researches involving the effectiveness of closed circuit methods of television, more care be taken in the structuring and organizing of the stimulus materials themselves and in the manipulation and control of student responses.

They conclude that "comparisons among presentations which simply involve different media are not likely to be very fruitful." They end their review with the following caveat: "In the final analysis, it may be that the 'best' method of instruction is one that provides students with a wide variety of learning situations, situations which will develop the varied learning skills that they will need for continuing their education throughout their lifetimes."

In the field of counseling and psychotherapy, television and film have been used for supervision and training. Landsman and Lane (1963) used for demonstration purposes kinescopes of five experienced counselors with different orientations who separately counseled the same role-played counselee. Schiff and Reivich (1964) used closed circuit television to aid in the supervision of psychotherapists. Walz and Johnson (1963) report evidence that counselors' self-descriptions moved to greater agreement with their supervisors' ratings after videoviewing themselves in an interview. Kagan, Krathwohl and Miller (1963) report greater client movement in counseling after counselor and client have viewed videotape recordings of their own counseling interviews. Strupp and Jenkins (1963) have developed six sound-motion pictures in which actors dramatized real therapy interviews. These films can be used to simulate a therapeutic relationship for training purposes.

Reid and MacLennan suggest the use of television for the "presentation" of lifelike performance tests. Such test situations can contain most of the visual and sound stimuli found in real life and can test performance beyond that which paper-pencil tests can cover." In the field of counseling and psychotherapy (Strupp, 1958, 1960) has already developed such an instrument.

Such procedures employed for simulation involving combinations of television, videotaped film, kinescope recordings, voice-taped recordings, motion picture films and printed materials appear to be the most fruitful. (Neale, 1961; Nearing, 1962; Painter, 1961; Patrick, 1958; and Schueler, et al, 1962).

Special Use of Television and Films in this Study

In this study the videotape and kinescope techniques and processes provided an opportunity to capture the reality of the counseling process. From a total counseling sequence, situations and themes were extracted that reflected our empathy model. These sequences and themes were rearranged in a logical and meaningful way without needing to consider time. While the time sequence of counseling was violated in the editing process, there was no infringement on the counselee, the meaning of his statements and his concerns.

We were enabled through the use of videotapes and our editorial processes to preserve the essential and to eliminate the redundant and extraneous materials. We were able to interrupt the counseling process for didactic purposes without interfering with the actual counseling process. These interruptions were used to underscore and emphasize what might otherwise have been fleeting moments in a counseling relationship.

The experimental exercises that were developed out of kinescopes and videotapes provided safety for the trainee. It provided an atmosphere of freedom from threat, freedom from evaluation, and freedom from fear of the harmful effects on the counselee. It provided information to the trainee about the nature and quality of his response to the counselee. It provided conditions for self-discovery. It provided critical incidents for the learner which were both conceptual and personal. It provided a set of conditions where complete focus could be placed on the essential elements to be learned. It provided a richness of reality of detail without being distracting. It provided at once a simple and complex stimulus for learning.

In the supervisory process, the supervisor had control and flexibility to use the exercises in different ways; to go back, to review, to interpret. The editorial process, by thematic arrangement, allowed for a wholeness of the presentation without being hampered by time. And finally, the experimental procedure provided a possibility for reinforcement of positive elements of a counseling style and extinction of behavior that was adversely affecting an individual counseling style.

The Standard Counselee

This study provided one of the first instances in the history of counselor education where a standard counselee was used in the training of counselors. (Strupp and Jenkins, 1963; Russell and Snyder, 1963; Heller, et al, 1963).

For the first time, the standard counselee was created from a real counseling interaction without resorting to role playing or scripting of the counseling process. The counselees used in the development of the standard counselee were unique individuals with typical adolescent problems. The counseling situation itself was a situation that could occur in any public secondary school from the seventh grade on. We have pioneered in creating a single individual who can be "counseled" by many different individuals at any one time.

Practicum Training

This study was conducted in two basic counselor training settings: the courses on counseling techniques and the supervised practicum in counseling. According to Pierson (1964), with the impetus of the National Defense Education Act Institute grants in guidance training, the practicum method of counselor training has become the most important single training technique in counseling. It is the recommendation of the Counseling Division of the American Psychological Association, as well as the Association of Counselor Educators and Supervisors, that practicum training become a regular part of every counselor education program. It is expected that the State of New York will adopt these recommendations in its revised certification proceedings for counselors. The City University of New York has conducted a practicum in counseling as part of its regular program in counselor training in its four colleges for the past twelve years.

Practicum Description

It is necessary to make certain differentiations between types of supervisory activities that are often called "practicum". Practicum is here defined as "an intensively supervised experience in individual and/or group counseling." There are two types of practicums in counseling:

> A practicum of type A is conducted in a setting which is controlled entirely by the university. The clients are referred to the university for counseling. The university provides the facilities for counseling. Both the clients and the counselor are entirely removed from the school setting.
>
> In a practicum of type B the counselor counsels in a school setting. The client remains in the school. The student counselor remains in his own school or is assigned to a school to do counseling primarily.

In both types of practicums, the university assumes the primary responsibility for the intensive supervision of the student counselor.

The advantage of type A is that the university has complete control over the experience of a student counselor; over intake, assignment of counselees, administrative regulations, direct observation of the counselor in all phases of his work with the counselee. The counselee may also feel freer to express his concerns, especially those concerns related to school work and the school setting. The advantage for the counselor is that he does not feel the pressure of the on-going school activities; that he is freer to introspect, to consider, to evaluate and reflect on his work and himself than he would be if he continually had to consider the total school picture. Also, in a university-regulated practicum of type A, the counselor does not have a "captive audience". It depends, to a large extent but not entirely, on the relationship that he can develop with the counselee, whether the counselee feels sufficient incentive to continue counseling.

The advantage of type B is that it is less expensive to operate since no particular facility needs to be created for training. The student counselor is able to see his counselee in a total school context. He has easier access to teachers, school records, and school administrators. He may not have to make special scheduling arrangements that involve either him or the counselee beyond the normal school day.

In the City University, three units now have practicums. Brooklyn College and the Guidance Laboratory conduct a practicum of type A. Queens College carries on both practicum activities of type A and type B, depending on the individual supervisor and the individual student's convenience. Rutgers University, where one of the control groups was obtained, carried on a practicum of type A entirely.

Practicum activities are diverse. On the basis of a national survey by Buchheimer (1964), twelve different didactic activities are conducted regularly as part of the supervisory process in the practicum. A recent survey taken by Santavica of Oxford, Ohio (1961) reported that only 16% of institutions, at present engaged in guidance programs, do not have some kind of supervised practicum, field work, or internship. In his survey, he reports, 68% of these supervisory activities are carried on by universities entirely. The rest is carried on by schools and agencies. Except for NDEA full-year institutes, these supervisory practicum activities are conducted for only one semester.

Seven of the regular guidance programs polled by Buchheimer reported that they have a practicum both in group counseling and individual counseling. Two reported that their supervisory activities were devoted to group counseling only; and ten reported that their supervisory activities were devoted to individual counseling only. All of the full-year NDEA institutes, except one, reported that they have a practicum or some type of supervised activity for their students, while only ten of the regular programs were able to report on or describe their practicums or supervised activities in detail. Our own programs in the City University offer a practicum in individual counseling.

The didactic activities in practicum supervision are as follows:

1. Discussion of audiotapes of interview sequences.
2. Role-playing of counseling interaction.
3. Individual and group case discussions.
4. Discussion of counseling theory.
5. Analysis of written case records.
6. One-way vision observations of counseling interviews.
7. Use of kinescopes or videotapes of interviews for
    a. counselor self-study
    b. simulation of counseling
    c. demonstration of counseling

Because one of the settings for this study made use of a Techniques of Counseling course, it is useful to contrast its didactic activities with those of practicums.

The didactic activities in a Techniques of Counseling course are primarily:

1. Lecture discussion of counseling techniques and theory.
2. Demonstrations of counseling interviews by:
    a. films
    b. role-playing
    c. audiotapes
    d. kinescopes

Ten to fifteen supervisees per supervisor is considered a full-time practicum teaching load, depending on other responsibilities of the supervisor. Where small groups are used in supervision, the typical group comprises four to six students. The average duration of a counseling sequence is six to eight counseling sessions.

Our practicum activities in the Guidance Laboratory of the City University, as well as within the university, reflect what is happening in the country as a whole. The City University Guidance Laboratory was probably the model for many later laboratory practicums in the country.

A student receives four semester hours credit for his practicum course work. In the practicum activities, the trainee is expected to have at least one interview with the parent of the child and he is also expected to make some kind of interpretation to the school staff, either by conference or written report or both.

Counselees in the practicums throughout the country are typical secondary school students, grades 7 to 12, attending public schools; (in our practicum at the Guidance Laboratory, elementary school children are also counseled; and at Queens College both elementary and college students are counseled). The practicum is required after the basic sequence of sixteen semester hours is completed. Usually, the practicum is taken after 24 semester hours of training. The Techniques of Counseling course is part of the basic sequence. The general purposes of the practicum can be stated as:

1. Self-discovery of the counselor and the counselee.
2. Mastery of relational and interview techniques.
3. Effective use of test and test interpretation.
4. Effective use and interpretation of occupational and vocational information.
5. Effective case management.

Practicum Supervision

In a recent paper, Buchheimer (1964) described four kinds of supervisory styles. These are: 1) the procedural style; 2) the didactic style; 3) the demonstrational style; 4) the self-exploratory style.

The procedural style deals primarily with showing the student trainee how to proceed. In the procedural approach the main concern is with administrative considerations and with specific counseling techniques. The student who responds to this approach is likely to ask for a prescription and formula to make his counseling work. The supervisor acts here as a co-counselor taking an active part in the case-management.

The didactic approach is primarily cognitive. The students discuss their ideas about counseling. They analyze and interpret the counselees' behavior according to the personality theories with which they feel comfortable and which they know. They diagnose. They plan. In this type of supervision the supervisory role is corrective and supplementary. The supervisor corrects misinterpretations, modifies goals and plans when they are unrealistic. He helps the trainee to make correct diagnoses. In this approach he is active in the role of resource person.

The procedural and didactic supervisory approaches are client focused but counselor centered. By client focused it is meant that the counselor trainee is in control of the case. By counselor centered it is meant that the counselor trainees tend to be the activists. They tend to think that their own active intervention will make a difference. The procedural and didactic approaches to supervision deal with the counselor's technique and understanding. They contribute to the counselor's skill in conducting an interview.

The demonstrational approach consists of role-playing and listening to tape-recorded interviews. In the role-playing the supervisor often plays the counselee under discussion. The counselor, presenting a concern, plays himself to the supervisor's role-played counselee. The audiotapes presented are the students' own interviews with counselees. They are presented by the counselor-trainee for discussion. Occasionally a supervisor will present a case of his own or a tape of his own to illustrate a particular dynamic problem or skill.

This approach is more threatening and anxiety-evoking since we no longer deal with skill or cognitive behavior of the counselor. The relationship, not merely the ideas or the techniques of the counselor, is under scrutiny. The way he communicates, the way he listens, the way he leads, the way he accepts or rejects, the way he projects, why and what he rejects or accepts, are all becoming matters of consideration, discussion and scrutiny.

The supervisor's role is to create a feeling of safety for the trainee. In this way he becomes demonstrator or model, the facilitator of a safe climate for self-exposure. He does this through himself and the kinds of attitudes he communicates. All students are naturally highly sensitive to and conscious of evaluation by their supervisors. But in this setting the supervisor must present a non-evaluative attitude and posture. In the demonstrational approach the student will most often ask of the supervisor, does he practice what he preaches: Can I be free to be the kind of counselor I can be or become? Or must I imitate the supervisor? The supervisor is active in the demonstrational approach as a model and as a demonstrator. These roles are both implicit and explicit. The key to supervision in this approach is the kind of counselor the supervisor is himself. It does not matter that the counselor under discussion is a student; the group at all times views the supervisor as its model counselor.

In the self-exploratory approach to supervision the student counselor is viewed as an instrument in the counseling relationship. The counselor himself becomes the primary focus for scrutiny. What dynamics are operating within him? How does his interaction within the group relate to his interaction with the counselee? How free does he feel to bare his own soul before his supervisor? It requires a great deal of safety for the student counselor to engage in this process of self-exploration. The supervisor's role here comes closest to that of counselor to the trainee. The emphasis in this approach is to provide an experience for the counselor similar to that which the counselee experiences in his own counseling. The student-in-training not only examines his skill and knowledge but his own defenses and personality dynamics. The supervisor facilitates the process by acting as a pseudo-counselor to the trainee.

The demonstrational approach and self-exploratory approach are counselor focused and client centered. The emphasis is on the relationship between counselor and counselee, not on diagnosis or action.

Most supervisors use all four types of supervisory approaches as the need arises. It is, however, the objective of the City University practicums, as well as the Rutgers University practicum, to move from a client focused and counselor centered approach to supervision, to a client centered and counselor focused approach to supervision

Special Practicum Facilities

The typical practicum facility requires a counseling room where the interview can be electronically recorded. Many practicum facilities also facilitate direct interview observation through a one-way-vision mirror. Queens College and Rutgers University have such viewing facilities. The Guidance Laboratory of the City University only has facilities for electronically recording interviews. In the supervisory approach at Rutgers University, the supervisor watched the interview through the one-way-vision mirror while it was conducted. Often, fellow counselor-trainees also watched the interview in progress. Thus, at Rutgers University, most interviews were directly observed by the supervisors. At Queens College it is possible to observe interviews directly, though this is seldom done. At the Guidance Laboratory of the City University the interview is never directly observed. It is also possible to observe an interview through closed-circuit television. Some laboratory practicum facilities are now being planned with this method of observation rather than the one-way-vision method of observation.

Special Training Setting

In this study the counseling process was simulated by means of film and television. We created special training situations to present the simulated stimulus developed from these media. These special training sessions created a safe and free atmosphere to allow the counselor to react spontaneously under supervision to the "standard counselee". They were individually conducted and supervised. The counselor had the opportunity to explore what the counselee meant and felt. He had the opportunity to develop interpretations and strategies necessary to the counseling process. He was enabled to respond directly or indirectly to the counselee. He had the opportunity to observe nonverbal behavior. He had the opportunity to synthesize and review counselee reactions as well as his own. He also had the opportunity to gain insight into his own personal style and counseling style. In a sense we simulated the practicum training situation.

Hypothesis

We have theorized that although empathy is a global concept, it consists of conceptual and functional components. We also believe that empathy is a learned characteristic; hence, individuals will differ in their degree of empathic ability, and certain training experiences may alter their ability. These assumptions suggest the following questions: Can the relationship between the projective, introjective and interactive aspects of empathy be specified? Do individuals with different amounts of training and experience differ on the components of empathic ability? Can certain specially designed training experiences induce change in the empathic ability of counselors?

The specific hypotheses to be tested are:

1. Significant differences in empathic ability exist among groups with different amounts of training and experience. A greater degree of empathic ability will be observed in experienced counselors than in counselor-trainees. Similarly, differences will be observed between counselors completing a training program and those beginning the same program, as well as between counselor-trainees in general and those preparing for other fields within education (administration and supervision, business education, etc.). This will be referred to subsequently as the Differentiation hypothesis.

2. Significant differences in gain of empathic ability exist among groups of trainees who are subjected to different training experiences. Counselor trainees who receive a specialized training experience will differ in gain of empathic ability from those who have received the standard training experiences. This will be referred to subsequently as the Change hypothesis -- the evaluation of the influence of the experimental training procedure.

3. Significant differences exist between conceptual and functional components of empathic ability. This is hypothesized for counselors at all levels of training and experience. A sub-hypothesis may be formulated about the influence of training upon the differences in components.

4. Significant interaction exists between the amount of counselor training and experience and the functional and conceptual components of empathy. These will be referred to subsequently as the Relationship hypothesis.

To test these hypotheses a number of different measures of empathic ability were utilized. Some were standardized procedures adapted for this study. There were no known measures for some of the variables under discussion and new tests were specifically developed for them. Support for the Differentiation hypothesis with these variables would provide the validation of the tests. The adaptation of the standardized procedures and the development of the new tests and scales will be described later in this report.

Variables

The different variables to measure empathy comprise a Q Sort instrument, a Test of Empathy developed by Squires (1956), a Film Test developed by the Project Staff of this study, and an Interview Rating Scale of Empathic Behavior. Each of these variables measures different theoretical concepts of empathy as discussed earlier.

The Q Sort is the measure of the predictive model of empathy. Counselees are asked to sort a self-descriptive set of 58 cards before counseling begins and after counseling terminates. They are asked to do a self-sort and an ideal-sort. These sorts are correlated according to a method described by Stephenson (1955) and Wylie (1961). The counselor is asked to sort the cards as if he were the counselee, after the initial interview and after the terminal interview.

The Empathy Test is the measure of the role-assumption model of empathy. It utilizes photographs taken of television plays and the simultaneous recording of the dramatic dialogue. The task involves matching photographs of the dramatic scenes with tape-recorded dramatic dialogues.

The Q sort is a measure of functional empathy while the Empathy Test is a measure of conceptual empathy.

The Film Test consists of three parts. Each part attempts to measure a different component of empathy. The three parts will be described in detail in the next chapter. They are: 1) The Silent Set; 2) The Free Response; 3) The Structured Response.

The Silent Set part of the Film Test is a measure of cognitive accuracy, a component of both conceptual and functional empathy. The Silent Set consists of a film passage in which the counselee and the counselor communicate with gestural or body language as well as with words. The sound has been eliminated. The viewer is expected to write a description of the counseling interaction. This test attempts to measure the ability of the viewer to accurately abstract the affective meanings from the counseling interaction. The omission of language cues requires the viewer to focus on the nonverbal affectively-charged behavior of the counselor and counselee. The greater the empathic responsiveness of the viewer, the more will he perceive and recall with accuracy; and the more will his inferences approach what actually was taking place in the recorded passage. The written protocols are rated on a five-point scale of cognitive accuracy.

The Free Response part of the Film Test is a measure of confluence. The counselor viewing a film is required to make a response to the standard counselee into an individual tape recorder. These responses are rated in accordance with a confluence rating scale.

The Structured Response part of the Film Test is a measure of conceptual empathy. The viewer of the film is expected to respond to the standard counselee by choosing from five multiple choice items projected on the screen.

The Rating Scale of Empathic Behavior was developed by the staff of the Guidance Laboratory Division of Teacher Education, City University of New York, to observe the growth of empathic responsiveness in counseling. It is a five-point scale where noncontiguous intervals within a counseling interview are rated for evidence of counselor-counselee confluence. This confluence is observed on five dimensions: Tone, Pace, Strategy, Frame of Reference, and Repertoire of Leads. The Rating Scale of Empathic Behavior represents our interactive model of empathy.

Research Design

The design of the study was a logical extension of the underlying theoretical position and the stated hypotheses. The distinct nature of the hypotheses suggested separate studies. The design to test the Differentiation hypothesis required samples of individuals with different amounts of training and experience who would be exposed to the various tests of empathic ability. The Change hypothesis required groups of counselor-trainees, experimental and control, who would be exposed to the tests of empathic ability before and after their training experiences. Because the samples for both designs would require at least one exposure to the measures of empathy, it was possible to complete a single design that incorporated the testing of both the Differentiation and Change hypotheses and provided measures for the evaluation of the Relationship hypothesis. The design for the combined research is shown in Chart II.

Chart II. Variables Administered to Pre-Training, Training and Control Groups.

GROUPS		Pre	Post
Experienced Counselors		Film Test (all parts)	No Film Test
Counselors in Practicum	Experimental Practicum	All variables	All variables
	Control Practicum	All variables*	All variables*
Trainees in Pre-practicum	(Techniques of Counseling Course)	Film Test (all parts)	Film Test (all parts)
Non-Guidance		Film Test (Parts I and III)	No Film Test

*Accuracy of Prediction Index not available for the control groups.

The initial testing sessions of each group provided the measures for the Differentiation hypothesis. For the experimental groups, it also provided the pretest measure for the Change hypothesis. The post-testing sessions occurred at the completion of the training semester. There was no post-testing of the high and low criterion groups since they were required for the Differentiation hypothesis only.

To assure a sufficient number of cases for data analysis, it was necessary to repeat the administration of the testing materials and to replicate experimental training procedures for three academic semesters. Controls were provided to secure adequate replication over time and location.

Summary of Introduction

In this introduction to our study, we have attempted to conceptualize about empathy; to give a rationale for the use of kinescopes and videotapes of edited counseling interviews as situational tests and training exercises for public school guidance counselors-in-training; and we have presented three hypotheses to be tested by this study.

Empathy was seen as an interactive process produced by the counselor, requiring three basic psychological mechanisms; introjection, projection and transference. Measures of empathy to test these mechanisms, as well as their interactions, were briefly described. The empathic counseling interaction was described here as confluence between counselor and counselee. The hypothesis dealt with differences in empathic ability of counselors and non-counselors; changes that occurred as a result of training; and the relationships between different concepts of empathy.

The use of kinescopes and videotapes was reviewed as training techiques in education and guidance as well as in counselor training. Methods of practicum training in counseling were also discussed, and the development of a supplemental practicum training experience was described.

In the next chapter, the methodology of the development of instruments; the special training instruments and experiences; and the conduct of the research activities will be described.

CHAPTER II. METHODOLOGY

This chapter contains descriptions of the various procedures used in this study: the production of counseling films for testing and training purposes; the development of rating scales of the film test and interview procedures; and the experimental procedure for evaluation of the film exercises' effectiveness.

Criteria for Selection of Counselors and Counselees for Recordings

The individuals selected to be videotaped and kinescoped and to be used as demonstration counselors in our experiment were professionally trained and experienced counselors. They were working as counselors in secondary schools in the New York area. They had a reputation of being highly empathic. They were graduates of the City University Guidance and School Counseling Training Program, where they were considered to be outstanding students. They were both male and female individuals involved in post masters' training at other universities in the metropolitan area. Two other individuals were members of the instructional staff of the Laboratory Practicum.

These individuals had a consistent and systematic point of view toward counseling. They were expected to be relaxed under television conditions. Their style of counseling was generally viewed to be client-centered or eclectic. They were able to relate to children without threat. They were active in counseling without being dominant. They were able to establish good rapport with counselees. They would allow the counselee the responsibility for solution of his own problems. They were able to develop a counseling dialogue which did not detract from the focus on the counselee, while remaining distinct, warm and congenial personalities.

While the counselors were known to the project staff, the selection of counselees required considerably more time and effort. A good range of counselees was desired with a variety of problems from which the film test and film exercises would be developed. Guidance counselors from schools representing different educational levels; different types of curricula; and different socio-economic groupings, were asked to nominate students who could satisfy the following requirements:

1. students with some difficulty in coping with normal or typical growth experiences,
2. students with learning difficulty,
3. students with vocational decision problems,
4. students with whom other boys and girls easily identify as having concerns similar to their own,
5. students who would allow themselves to be televised in counseling interviews with experienced counselors,
6. students whose parents would be willing to grant them permission to take part in the project.

It was further specified to the counselors that the boys or girls nominated should not have problems that necessitated clinical or psychiatric intervention. Assurance was given to the cooperating schools that participation in the project would not interfere with school time in any way.

Each of the referred students was given a screening interview by a member of the project staff. As part of the interview a prepared statement was presented which explained the following:

1. The purpose of the study (i.e., to help in the training of future counselors).
2. Films of the interviews would be seen only by counselors, counselor-trainees, and other professional personnel.
3. Films would not be seen by their teachers or school counselors.
4. Interviews would be filmed at the Hunter College closed circuit TV center.
5. There would be a series of five weekly interviews of 30 to 45 minutes' duration.
6. If selected, a counselee would be expected to complete the series.
7. If selected, a counselee would not be required to act, but to be himself (i.e., talk about personal concerns, plans for the future, progress in school).

The students were permitted to ask as many questions about the nature of the project as they wished. The interviewers elicited from the students their feeling about participating in the project and the nature of their problems. If the student was still interested, he was given a letter to his parents explaining the nature of the project, and a consent form. Most students were eager to participate.

The interviews were taped to facilitate selection. Each member of the project nominated those students believed to be representative counseling cases. The project staff then listened to the screening interview tapes before making the final selections. The criteria for selection were the same as those suggested to the school guidance counselors for making the original nominations.

This process of selecting counselors and counselees took two months. By April 1962 we were able to begin the production of kinescopes.

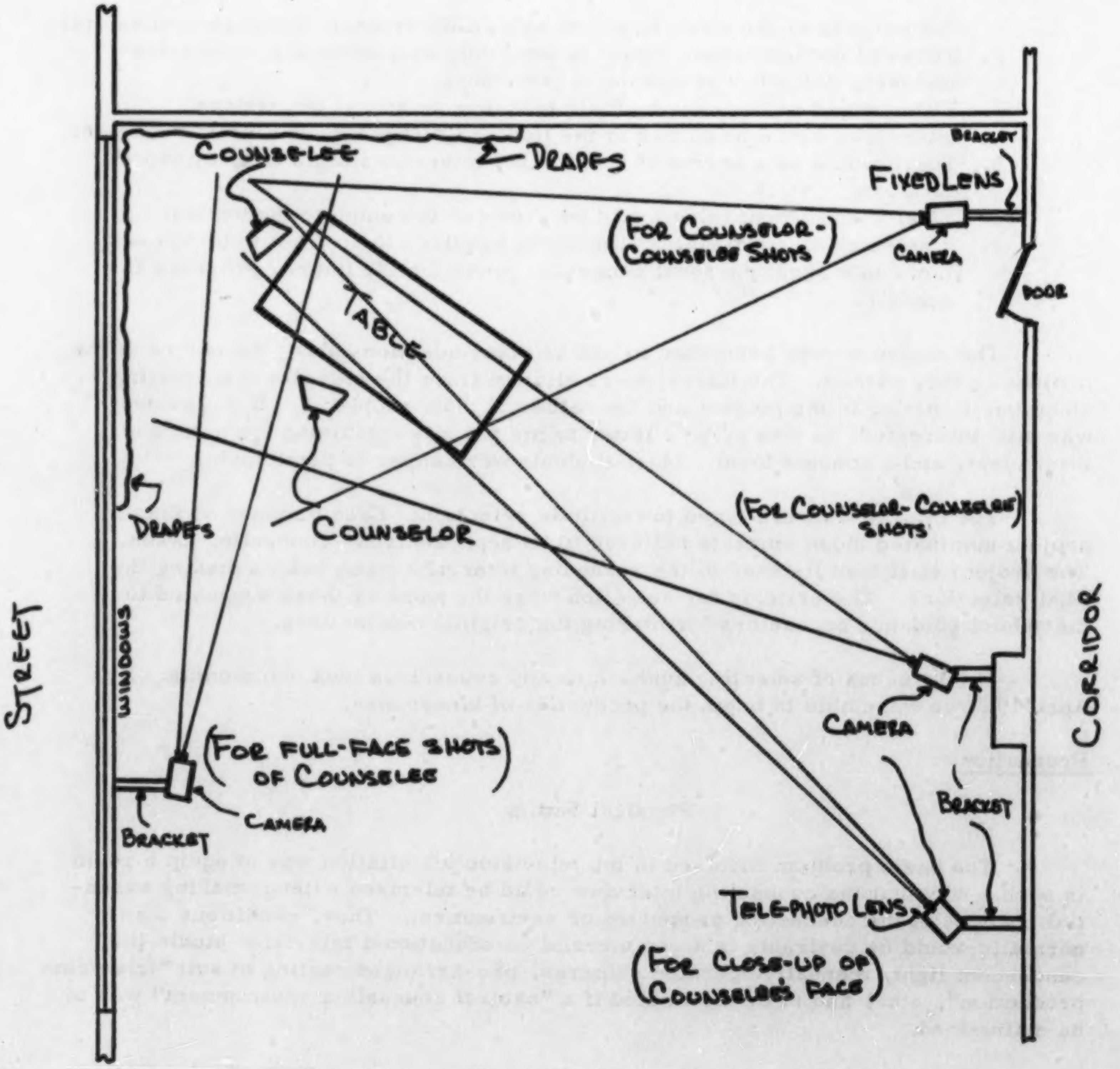
Production

Physical Setting

The basic problem involved in the television installation was to equip a room in such a way that the counseling interview could be televised without making essential changes in the counseling procedure or environment. Thus, conditions that normally would be desirable in a commercial or educational television studio (incandescent light, manually-operated cameras, pre-arranged seating to suit "television production", etc.) had to be eliminated if a "natural counseling environment" was to be maintained.

A corner of a room in the Hunter College Elementary School was adapted as a studio to simulate a counseling room. Three cameras were used: one camera focused on both the counselor and counselee, the second focused on the counselor, and the third focused on the counselee. This was a makeshift arrangement while plans were being made by the college to establish a more permanent studio setup with proper lighting and wall surfaces. The cameras were rearranged subsequently as depicted in Fig. 1.

Fig. 1. Physical Arrangement of Studio, Cameras, Counselor and Counselee.


COUNSELEE
DRAPES
BRACKET
FIXED LENS
(FOR COUNSELOR-COUNSELEE SHOTS)
CAMERA
DOOR
TABLE
(FOR COUNSELOR-COUNSELEE SHOTS)
DRAPES
COUNSELOR
STREET
WINDOWS
CORRIDOR
CAMERA
(FOR FULL-FACE SHOTS OF COUNSELEE)
BRACKET
CAMERA
BRACKET
TELE-PHOTO LENS
(FOR CLOSE-UP OF COUNSELEE'S FACE)

Kinescopic Recording and Videotaping of Interviews

Our objective was to produce ultimately a series of 16mm-sound-black-and-white films capable of being shown by any standard 16mm projector. At our disposal was a kinescope recorder, one of the most important adjuncts of the recording system in terms of instructional and research use. It is a device that records sound and picture simultaneously on 16mm film for future projection.

During the first phase of production, when we relied exclusively on the kinescope recorder, thirty-one kinescopes were developed from interviews of six counselors with twelve counselees. Of these, which were completed by the end of May 1962, eight were found to be useless due to an impairment in the kinescopic sound system; further production had to be postponed for repairs. In general, exclusive use of kinescopic recording procedures proved to be technically unreliable. Therefore, a major decision was made: to record on videotape first and transfer edited portions of the tape onto the kinescope recorder under optimal conditions only. This decision necessitated further delays in production until the acquisition of a videotape recorder in January 1963.

With the installation of the videotape recorder we were ready to resume production of counseling films. In the television control room, any one of the three camera shots could be fed into the videotape or kinescope recorder. The criterion employed for the selection of the one recorded line-shot differed from theatrical or cinematic criteria. Rather than focusing on reactions of the participants to one another, the selection was determined by attempting to follow whole sequences of specific feelings and shifting the camera selection when a new feeling tone was indicated. In addition, to minimize the subjectivity of the line-shot, the cameras were minimally panned or zoomed. These criteria applied to kinescoping as well as to videotaping.

Thirty-five secondary school pupils were nominated for counseling by seven schools; thirty-one students were interviewed; twenty-nine releases were received from the parents; four students (one from junior high school and three from senior high school) were selected. Twenty-three counseling sessions were held, of which twenty-two were recorded on videotape. Each videotaped interview was also recorded on audiotape.

Editorial Procedure

The plan for editing, which later had to be modified, was as follows:

Step 1. Recording of interviews.
2. Viewing of the recordings.
3. Selection of relevant material from audiotape.
4. Transfer of selected portions from videotape to kinescope where necessary.
5. Ordering and arranging of selected material into film test and five exercise films.

This editorial procedure was followed although, initially, step 4 was not feasible in the construction of the film exercises. Consequently, the entire sequence of twenty-two interviews was transferred to kinescopes. Again, we met problems of audio-synchronization and modulation. Many tapes had to be retransferred in order to achieve acceptable quality after extensive repairs on the kinescope recorder had been made by our technical staff. In due time, we developed sufficient technical skill in transferring only the edited portions of videotape to kinescope.

The professional method of editing sound film is the use of what is referred to as a double system. A silenced motion picture camera is driven by a synchronous interlocking-type motor. A sound track is recorded separately by a recorder driven in the same manner as the camera. Synchronization is maintained by recording a sync signal on the same tape as the sound track or by using spocketed magnetic material. Since there are two systems, picture and sound may be edited separately and combined to produce the completed film.

In low-budget work a single system is used. The motion picture camera records optical sound on the unperforated edge of the film or magnetic sound on a specially treated magnetic strip on the film. The processed film is a composite bearing both picture and sound recording. With our kinescope recorder only a single system was possible. This created problems in film editing and particularly so in the unscripted, real interactions of the counseling interviews used in this project. The major restriction of single system sound is that because of mechanical requirements, the audio for any given frame of film is advanced 26 frames in 16mm. Therefore, the sound track determines the action rather than the picture. If this is not maintained, words or parts of words may be cut off, or sound may be presented for which there is no picture action. The problem of editing film was made particularly difficult since it was not possible to edit sound on the negative without permanently destroying portions of the sound track. An alternate solution appeared to be the development and subsequent editing of duplicate negatives. Despite the expense, the quality of the duplicates was such that the negative could not be used for editing, nor even to produce adequate prints.

Sound editing was finally accomplished by two different methods. Basically a single system was used, cutting out unwanted material. This created great difficulty in preserving the natural quality of the counseling interaction and in keeping the picture flow smooth during those passages when the action followed the counselee while the sound track contained the voice of the counselor. Another method was devised to prevent too many choppy transitions and to eliminate cut-up words and incomplete sentences. This allowed additional picture action and provided for the editing of the sound track -- not by the usual technique of film cutting -- but by covering the unwanted portions with a special non-oozing, pressure-sensitive tape only wide enough to cover the sound track, without being detected on the screen.

Construction of Film Test

The construction of the Film Test was given priority after the kinescopes. This was devised directly from the kinescopes without the videotaping procedure. The first task was the selection of kinescopes portraying a total counseling series from which appropriate test sequences could be developed for the free response and the structured response items. (See Chart III for format). After discarding films of inferior technical quality, two series were selected that contained a good counseling flow as well as sufficient content to allow editing for item construction. Finally, the series with the superior quality and content was selected.

The criteria for selection of individual passages as test scenes were that content be appropriate to the counseling process and that the counselee's statements required response, such as:

1. Emotional and affective statements that provided a latitude of responsiveness.
2. Statements of personal quandaries involving or expressing:
    a. tentative problem solutions
    b. attitudes toward problem solving
    c. goals and ambitions
    d. approaches to, or avoidance of, goals
    e. plans and planning
    f. insight and self-understanding
    g. self-identity and qualitative self-description
    h. attitudes toward others
    i. felt attitudes by others toward self
3. Statements of situation difficulties concerning:
    a. school routine
    b. home life
    c. peer relationships
4. Open-ended statements by the counselee for which response items could be written:
    a. requiring reflective leads
    b. requiring general and summary leads
    c. requiring interpretation in the form of metaphor.

The kinescopes were reviewed in the light of the above guidelines and were designated as useful for the construction of a film test, or not useful, for a variety of reasons. The examples that follow are illustrative of the kinds of considerations given to each kinescope:

Usable Kinescopes:

F - R Films (three counseling interviews with a junior high school boy).
Useful scenes:

1. The boy's questioning of his own preparations to enter a technical high school.
2. His wish to have someone else make up his mind.
3. His feelings of anxiety when having to make up his own mind.
4. The conflict between his parents over his education.
5. His awareness that the first year is an exploratory one.
6. His wish that his mother were more encouraging of his school plans.
7. His wish to be a serious student.
8. The realization that this is an important life decision.

F - V Films (two counseling interviews with a junior high school boy).
Useful scenes:

1. Strong achievement motivation of his family.
2. His strong desire to please his family.
3. His practicality in choosing an engineering career.
4. His diversity of interests.

B-Z Films (five counseling interviews with a senior high school boy, of which only three kinescopes were acceptable). Useful scenes:

1. His self-assessment as an idea person (aesthetically rather than actively).
2. His feelings of openness away from home environment and of being closed in when at home.
3. His sense of difference from his parents.

Other kinescopes contained rich but insufficient content or poor technical quality, for example:

R-F Films (a series of interviews with a high school girl):

1. Her sense of difference from peers.
2. Her relationship with her parents and her sense of difference from them.
3. Her attitudes toward school and achievement.

P-H Films (a series of interviews with a high school girl):

1. Her college selection problems.
2. Her self-description as someone with average problems who considers herself different from the average teenager.
3. Her desire to be a leader: (a) her anxiety about leadership -- question of maturity; (b) her relief on being taken "off the hook" by the teacher's disapproval of her candidacy.

Still other kinescopes had to be discarded entirely due to poor sound track or poor video. The B-Z film series was finally selected to provide passages for the film test because it seemed to be the most technically adequate and the richest in content.

The format of the film test was as follows:

Chart III. Procedure and Format of Film Test

	Stimulus	Response
Part I - Silent Set	Edited silent portion of counselor and counselee interaction.	Written description of content.
Part II - Free Response	Edited sound portion of counselee (in sequence).	Individual response as if respondent were counselor.
Part III - Structured Response	Same as Part II.	Selection of appropriate response from five choices.

Part I - Silent Set: The passage selected was a sequence in which the counselee attempts to explain his difficulty in choosing between two subjects he enjoys. He motions first to one side and then to the other. After repeating these gestures a number of times, he pauses when the counselor seems to respond. The counselor, in turn, appears to be making the same gestures while the counselee first nods his head as if in agreement and then shakes it in disagreement. Then the counselee resumes his previous movements, this time appearing almost to weigh the alternatives in both hands as he pauses in each direction. -- The task of the subject was to view the film's counseling interaction and, at the conclusion of the passage, describe freely in writing his impression of what had occurred. -- The written responses were to be scored by means of a scale of cognitive accuracy to be described later in this report.

Part II - Free Response: Scenes were selected in accordance with the criteria previously mentioned. The counselor was edited out. The scenes were not ordered in the sequence in which they occurred but on the basis of content, that is, from the generalized through the more specific responses. The free response test was completed by editing and splicing the filmed series to produce one film containing the counselee alone with blank passages in place of the counselor's original response. -- The task of the subject was to view the sequence of filmed passages and, at the conclusion of each passage, respond into the tape recorder as if he were the counselor. -- The recorded responses were to be rated on the confluence scale to be described later in this report.

Part III - Structured Response: The same stimulus was used as in Part II with the addition of multiple choice items. The structured test items consisted of five alternative counselor responses at the end of each passage. These alternatives were developed by viewing the edited passages of the film and writing a pool of responses for each statement made by the counselee. Altogether a pool of more than five hundred responses were written. These were classified by a group of judges, comprising the project staff, in accordance with the following model which was based on a hypothetical continuum of five points (Point 1 was considered as least empathic and Point 5 as most empathic):

1. Counselor-oriented.
2. Situation-oriented.
3. Restatement of counselee's response.
4. Good technical counseling response of a reflective and affect-oriented kind.
5. Some foundation of metaphor of counselee's thought, feeling and/or action.

The items were subjected to analysis after a number of pilot administrations of the film test. -- The task of the subject was to view the five responses shown at the end of each passage and select the most appropriate by marking an IBM answer sheet.

The Language Laboratory Method

The situational approach of the film test required a setting in which the visual and aural stimuli of the film could be presented to groups of subjects in a manner that would simulate the contact with a real counselee. A means of recording the responses of the subject to the stimuli was required. In addition, a relative degree of isolation was sought in order to insure the privacy of each response, insure freedom from threat, and assure that each subject not be influenced by the responses of fellow subjects. A setting that readily provided these facilities was the language laboratory. There are different types of language laboratories but they share common features. The language laboratories utilized in this study offered the following:

1. A means of listening through individual headphones while viewing.
2. A means of responding through individual microphones.
3. A means of recording responses through individual tape recorders.
4. A means of communicating directly with each or all subjects from a central console.
5. A means of auditing individual responses at the console.
6. A means of providing a hookup between the film sound track and the individual subject locations, through the central console.
7. A means of providing relative privacy with individually equipped, separate booths walled on three sides with glass and acoustical tile.

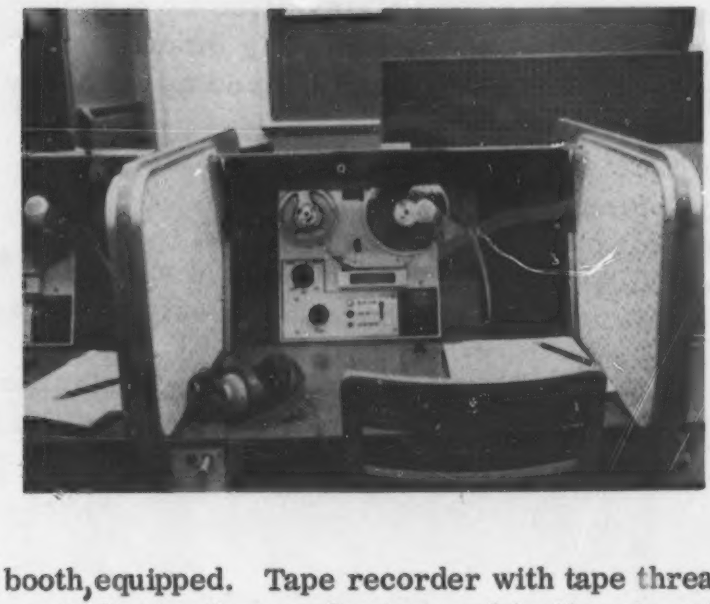


Fig. 2. Individual testing booth, equipped. Tape recorder with tape threaded to take-up reel, individual volume control; starting mechanism; subject's microphone, headphones, writing material.

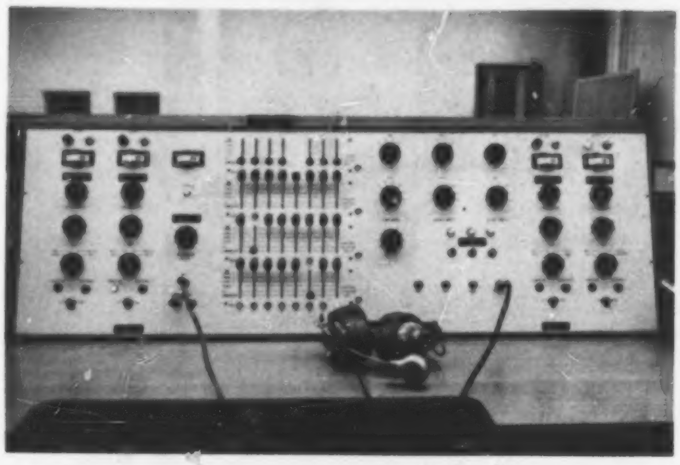


Fig. 3. Complete audio console. Audio line from motion picture projector to console carries audio signal directly from film sound track to individual booths. Administrator's headphones and microphone in foreground. Multiple controls allow the administrator to speak to any or all subjects, to listen to responses of individual subjects, and to switch from motion picture sound track to address subjects.

Pilot Administration of the Film Test

The unique experience of the testing situation, the special materials of the language laboratory and the film stimulus of the test demanded an evaluation to be certain that we could expect practical as well as reliable and valid results. The pilot administrations of the Film Test were undertaken to determine the feasibility of the simulation technique and the extent to which the subjects would be able to participate in responding to the stimuli.

In December 1962, the first two administrations of the Film Test occurred in the Language Laboratory of Hunter College. The film was administered to two groups of students, forty-one altogether. Twenty-seven of these students were enrolled in the Laboratory Practicum of the Guidance and School Counseling Program of the City University of New York. They came from three of the university's colleges, Brooklyn, Hunter and City. Fourteen of the students were members of an advanced Counseling Institute conducted by the university under a grant of NDEA Title VII.

The procedure in the pilot administrations of the Film Test was as follows:

1. Introductory brief discussion of the research, the materials and equipment, and the procedure. (Fig. 4).
2. Warm-up to the use of the equipment and to the nature of the situation by practicing response to the role-playing of one of the test administrators.
3. Presentation of Part I - Silent Set. The subject is asked to write his impression of what he has seen on the film.
4. Presentation of Part II - Free Response. The subject is asked to assume the role of counselor to the counselee on the film. He is asked to respond spontaneously into the microphone to each of the counselee's statements. (Fig. 5).
5. Presentation of Part III - Structured Response. This time, at the end of each of the counselee's statements, five choices are presented on the screen. The subject is asked to indicate the most appropriate response on a standard IBM answer sheet. (Fig. 5a).

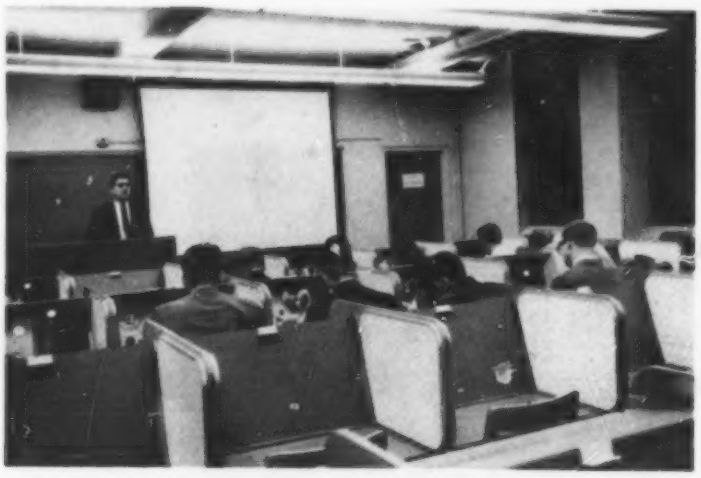
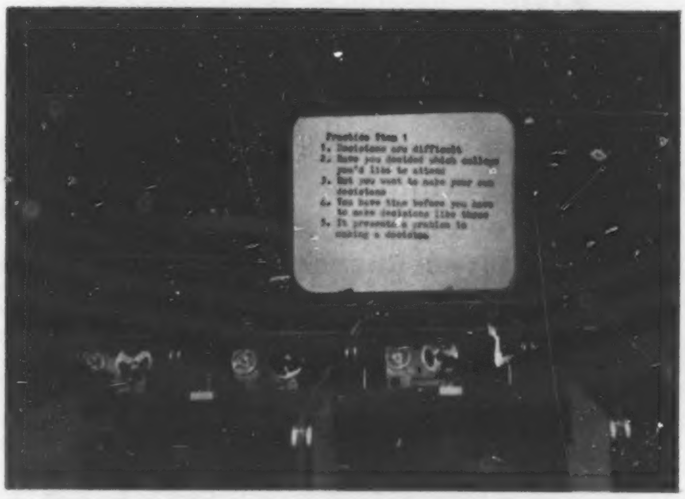


Fig. 4.
Administrator introducing subjects to testing situation. Sufficient time is allowed for familiarization with equipment.

Fig. 5.
Subjects viewing filmed counselee. They are asked to respond into the microphone at conclusion of each counselee statement.



Practice Item 1
1. Decisions are difficult
2. Have you decided which college you'd like to attend
3. But you want to make your own decisions
4. You have time before you have to make decisions like these
5. It presents a problem to making a decision

Fig. 5a.
Practice Item from Part III. Before each part of the test, subjects are given several practice items. Here is a multiple choice item of counselor responses to the first practice scene.

From these preliminary administrations we learned:

1. The stimulus (of an approximately half-hour film with twenty-seven items) seemed to be sufficient for the procedure.
2. The technique itself worked, depending on the reliability of the language laboratory equipment.
3. The respondents could become involved in spite of the considerable amount of gadgetry.
4. The gadgetry did not seem to interfere with the interaction and responsiveness to the film.

During discussions held with the students after the administrations, we were further gratified by the enthusiasm they expressed for the technique and by their view of its potential. In fact, the suggestions they made often paralleled our own proposal.

The film test was administered to six more groups during the spring semester of 1963:

1. Another group enrolled in an NDEA Advanced Counseling Institute.
2. A Laboratory Practicum group enrolled in the regular counseling and guidance program of the City University.
3. Two groups of untrained students enrolled in general guidance courses at City College.
4. Two groups of advanced graduate students enrolled in a program of educational administration at Hunter College.

The practicum groups received all parts of the test. The untrained groups and the administration groups were given only the silent set and the structured response. More than one hundred forty subjects received the preliminary administration of the film test. They had different amounts of guidance training and experience and were enrolled in different graduate programs of the City University colleges. The test was administered in different language laboratory settings under their varying physical conditions. However, each of the pilot groups appeared to actively participate in responding to the stimuli of the film test. As in the first pilot administrations, the subjects were encouraged to participate in discussing the test experience. The reaction in each of the groups, regardless of physical situation or amount of training, was overwhelmingly positive.

Analysis of Data Obtained from Pilot Administrations of the Film Test

The data obtained from the pilot administrations were subjected to a number of different analyses. The original attempt to quantify the Silent Set rating system did not provide a satisfactory scale. In the next section of this report, there will be a full discussion of the problems involved in developing a reliable measure for the Silent Set.

To evaluate the Free Response section of the Film Test, a randomly selected set of fifteen tapes of free responses to the film was compared with actual interview behavior as recorded by typewritten transcriptions of an initial interview with a counselee. Preliminary observations showed that the counselors behaved differently on the test than they did in the actual interview situations. In each situation, their style of leading seemed restricted. The repertoire of counseling leads in the test situation was compared with the repertoire of counseling leads in the actual situation. The actual situation revealed a tendency to elicit more cognitive and informational material.

In the test situation, the counselors tended to elicit affective material and no informational material. Two possible factors may account for these differences: (1) The trainee in the testing situation could not get a response from the counselee, hence there was no point in asking for information. (2) The trainee seemed to perceive this testing situation as a test of skill in client-centered leading; he responded in the way he thought he was expected to respond.

The data from the structured response portion of the Film Test were first subjected to a standard item analysis. The total score was used as a criterion since an external criterion was not available for the total sample. Preliminary results indicated that about half of the items constructed had adequate validity to be included in the final form of the test. Subsequent revision of other items and additional administrations provided more items. The difficulty levels and discrimination levels per item are shown in the following table.

Table 1. Indices of Difficulty and Discrimination for the Film Test - Part III.

Item Number	Difficulty Index	r_b	Item Number	Difficulty Index	r_b
1	66	.38	15	45	.13
2	15	.27	16	33	.28
3	06	.50	17	39	.12
4	65	.40	18	61	.43
5	25	.40	19	33	.25
6	41	.15	20	17	.50
7	37	.40	21	32	.57
8	28	.40	22	17	-.03
9	17	.26	23	34	.22
10	16	.25	24	22	.12
11	08	.45	25	40	-.14
12	45	.15	26	11	.40
13	47	.25	27	33	.15
14	30	0			

Two attempts were made to estimate the validity of this part of the Film Test. One method was to test the hypothesis that the more trained and experienced groups will score higher than those with less training and experience. This is the same as the statement of the differentiation hypothesis of the study. An analysis of variance of the data was accomplished and the results are shown in the following tables:

Table 2. Means and Standard Deviations for the Film Test - Part III - Structured Response for the Pilot Groups

Group	N	Mean	S. D.
Experienced Counselors	38	107.76	8.89
Practicum	25	103.87	7.15
Non-Guidance	24	93.88	8.8

Table 3. Analysis of Variance of Empathic Ability between Pilot Groups as Measured by the Film Test - Part III - Structured Response.

Source of Variation	SS	df	MS	F	p
Between Groups	2541.875	2	1270.938	16.991	<.001
Within Groups	6133.527	82	74.799		

The results in Table 2 indicate a hierarchy of groups in the hypothesized direction. Table 3 presents the results of the analysis of variance, indicating the significant differences between the groups.

A second method of estimating validity was attempted since ratings on empathic ability (the ability to perceive the counselee's frame of reference) were available for part of the sample. Correlations were obtained between the test scores and the ratings for these individuals. The resulting correlation ($R = .58$) not only was significant but indicated a high degree of validity. However, this information was obtained from only a small part of the total sample ($N = 24$).

The results of the analysis of the preliminary data obtained during the pilot administrations of the film test were sufficiently encouraging for us to begin the experimental phase of the project in the fall of 1963. It was at this time also that rating systems of responses to Part I and Part II needed to be developed.

A Scale for Rating Responses to the Silent Set of the Film Test

Originally we separated the responses into three categories:

The lowest category was selected for those responses that described only what was observed; or provided neutral or guarded responses; or made use of jargon with no attempt to identify the content.

The middle category was for responses noting that the counselee was expressing a concern; that there was a problem; and/or recognized the involvement in the interaction.

The top category was reserved for those responses that accurately inferred the element of indecision, ambivalence or dilemma; the need for choice; and/or a fluctuation between alternatives.

This system appeared adequate for scoring the responses from the first four pilot administrations involving the more experienced subjects. However, this could no longer be used to differentiate the responses of subjects who had little or no guidance training and/or experience. A lower limit had been placed on the scoring system without providing a category for responses with various negative qualities. Where the original system gave the lowest score to those with guarded or neutral responses, further sampling revealed a number of responses containing quite distorted or even projective material:

> The counselee was seen as finding alibis for a classroom disturbance; as being unconcerned about the interaction; as effeminate because of his hand movements. The counselor was seen as bored with the counselee; as amused at the counselee's statements; as "having faced this same experience a thousand times".

Such responses did not belong in the same category as those previously defined as "low" (responses limited to the sense data or with empty jargon). The scoring scale had to be expanded. The ambiguous quality of the stimulus, and the relatively unstructured directions, appeared similar to many projective techniques. Since the presentation does not require a specific response, the individual responds in terms of his characteristic style of organizing experiences.

The present approach provided an expanded scale, a 5-point descriptive rating scale (from 1 to 5) measuring the degree of accuracy of description and inference exhibited by the observer. The scale can be seen as funnel-shaped.

Category 5: The most accurate description and inference includes the most "open" perceptual and cognitive reactions. Because of the "openness" of these observers, their protocols might include a wide range of data and inferences. Some of the inferences might be distorted but accurate inference will be clearly dominant. Category 5 protocols do not necessarily have to be the wordiest. Examples would include:

> Statements which indicate awareness of client's problem as being one of conflict, dilemma or indecision and awareness that the counselor is reflecting or clarifying the conflict situation nonverbally.
>
> Reading the hand language of both the counselor and the counselee accurately.

Category 4: This category does not have as much "width", perceptually and cognitively. Less data are used. The inferences drawn from the data are more limited and reflect less understanding. Some incorrect inferences might be present but not dominant. Examples would include:

> Statements which indicate that the client has a problem in deciding between two choices or alternatives, that he cannot make up his mind.
>
> Statements concerning the nonverbal behavior of the counselor indicating "I'm listening", not merely that the counselor seems interested. Counselor shows his understanding by responding to the counselee nonverbally.

Category 3: This category includes protocols which do not depart very much from the stimulus event presented. If inferences are made, they are trivial or irrelevant to the main themes. Often, what appears to be inferential material is counseling jargon which amounts to description or irrelevant stereotypes. Because there is little departure from the stimulus events there is practically no distortion of inference. Examples would include:

> Counselee is talking freely; has good rapport; is describing his problem; uses his hands a great deal to describe his situation; seems to move along in the counseling process.
>
> Counselor is supportive, friendly, permissive; is taking a client-centered approach in allowing the counselee to talk freely; has asked a question which the counselee answers by shaking his head "no"; is accepting the counselee.
>
> The atmosphere seems friendly and relaxed.

Category 2: This category is cognitively and perceptually "narrower". The observers select unimportant details upon which to focus. They proceed to make inferences based on these little points which are inaccurate because not all the sense data has been included in the inference process. Examples would include:

Client is telling a funny story or relating a pleasurable experience.
Observer's response denies emotional involvement by counselor or client.
Observer's response denies seriousness of client's problem.
Inference about the content of the interview which is not justified by the sense data.

Category 1: This category includes protocols which inaccurately report the sense data. Such a distorted report may be "projective". It may be a report of the observer's feelings or wishes rather than of the interview behavior. Examples would include:

Reference to the counselor as a principal, teacher, etc.
Inferences concerning the past experiences of the client or counselor which are not referential to the stimuli of the passage.
Inferences about the past behavior of the client.
Inferences about the personality characteristics of the client or the counselor for which there are minimal cues: effeminate, mild disposition, temper tantrums, etc.
Mention of intense negative emotions: guilt, fear, anger.
Counselor wishes the boy would "shut up".

Description of the Rater's Task

The rater responded to the observer's reactions in a global fashion. He attempted to capture the emotional and cognitive quality of the writing yet having to remain aware of the tendency to be influenced by the expressive skill of the writer rather than by the meanings expressed. If there was any doubt about the meaning of a protocol, the rater moved the rating toward the middle of the scale.

Conventions for Making Discriminations of Scale Categories in the Silent Set

Differentiating 1: If the overall impression was of a Category 1 reaction, it superseded any other category. That is, any evidence that the observer was inaccurately distorting and projecting qualified the responses as belonging in Category 1.

Differentiating 2 and 3: If a concentration on minor details was present, but the overall response did not imply a negative impression of either the counselor or the counselee, the reaction was scored as 3. If the concentration on detail represented a distortion of the data, it was scored as 2.

Differentiating 3: If the overall impression was one of mechanical description (even though pointing out relevant hand movements), and use of counseling jargon, the reaction was scored as 3.

Differentiating 3 and 4: Category 3 reactions contained no inferences or irrelevant inferences whereas Category 4 contained relevant inferences concerning the meanings expressed by the counselee or the counselor.

Differentiating 4 and 5: Category 5 reactions contained a correct reading of the counselor's behavior which was presented in nonjargon terms. The statements about the counselor clearly included a definite action quality plus meaning in order to be rated as Category 5; otherwise it was rated 4. If there was no response

to kinesthesis, the statement must have specified that the counselor was reflecting or clarifying ambivalence, indecision or conflict. If elements of a Category 5 reaction were present but were mechanically presented together with Category 3 elements (i.e. jargon), it was rated as Category 4.

All ratings were made independently. The inter-rater reliabilities will be reported later on.

In evaluating the second part of the film test, a different rating system was used. The raters were asked to judge the degree of confluence of each respondent to each filmed scene. The rating categories of the rating scale of confluence will be described in the next part of this report:

Rating Scale of Confluence for Free Response to Film Test

Confluence connotes the continued flow of a counseling interview in a series of convergent events between counselor and counselee. This confluence can be observed as the counselor enables the counselee to amplify his expressive reactions during the interview. The assumption is that the counselee will become more expressive as a result of the empathic behavior of the counselor. The client on the film, of course, is not able to respond to the statements made by the test subjects. But it is assumed that certain kinds of counselor responses would move toward greater degrees of confluence. Other kinds of counselor responses would be nonconfluent. Empathic responses produce confluence; nonempathic responses produce nonconfluence.

The confluence rating scale provides a global rating of inferred confluence based on a test subject's response to each scene of the free response part of the film test. Because a single response to a scene is usually impoverished and because there is no client feedback to aid the judgment of the rater, it was decided to use a single score to represent the rater's global judgment (inferring the degree of confluence produced by each response to a scene). Inferred confluence is judged on a five-point rating scale representing different levels of responses which are confluence-producing or nonconfluence-producing, as follows:

1. Irrelevant responses which externalize the content of the client's remarks and which tend to be counselor-oriented rather than client-oriented. Responses that cut off the client.

2. Responses which tend to be situation-oriented but irrelevant to the client's concerns. Responses which are divergent from the client.

3. Responses which tend to be neutral, as a restatement or a general lead. Responses which parallel client statement.

4. Responses which contain accurate reflection of the feeling expressed by the client. Responses which move toward the client.

5. Responses which contain a metaphor of the client's feelings and thoughts. The assumption made here is that the metaphor of the client's statement, which the counselor offers, leads to the greatest degree of confluence.

Other Measures of Empathic Responsiveness

In addition to the development of the film test and its evaluative measures during the conduct of the present research, earlier measures developed by associates were modified and/or refined and incorporated into our study:

The Q Sort as a Test of Interpersonal Prediction

Interpersonal prediction is the most common test of empathy today. These tests are based on Cottrell's model developed by Dymond (1949). Specific tests of interpersonal prediction have been developed by Bender and Hastorf (1950), Cowden (1955), Gage (1953), Halpern (1955, 1957), Halpern and Lesser (1960), Lifton (1958), Lindy (1957), Rabin (1959), Speroff (1953, 1955), Struk and Reed (1960). In these tests of interpersonal prediction some type of rating system is used. The empathic person is asked to rate the person with whom he empathizes as if that person were rating himself.

Q methodology, as developed by Stephenson (1955), lends itself particularly well to the interpersonal prediction model. Intrapersonal as well as interpersonal relationships can be established statistically through Pearson Product-Moment correlations.

The self--ideal Q sort (described below) adopted for this study was developed by the staff of the Guidance Laboratory and two graduate students at City College, Abrams (1958) and Weintraub (1959). They adhered to the method of Q sort construction specified by Stephenson (1953). An 80-item sort was developed from content analysis of interviews with high school students which was reduced to a 58-item sort when certain items were found to be nondiscriminating. It was this refined instrument that was used in our study. (This sort has been administered as standard procedure to all secondary school pupils referred for counseling to the Guidance Laboratory of the City University of New York and to their respective counselors.)

Each subject was given a set of 58 self descriptions individually printed on cards and was asked to sort them twice at each administration: (1) a self sort (as he saw himself at the time he sorted the cards); (2) an ideal sort (as he would like to be), on a 7-point continuum ranging from "Most Like Me" to "Least Like Me". It was a forced-choice sort which yielded a normal distribution of the following order:

Most   Least
/ 4 / 6 / 12 / 14 / 12 / 6 / 4 /

During the Laboratory Practicum there were altogether six administrations of the self--ideal Q sort instrument:

1st sort: First administration to the counselors prior to any contact with their assigned counselees. Each counselor was asked to sort the cards "as if" he were an average adolescent. In this way, the counselor's "stereotype" of adolescents was obtained.

2nd sort: Approximately a week later, the counselees received their first administration prior to any contact with their assigned counselors. This served as the measure of the counselee's self and ideal relationship before counseling.

3rd sort: After the initial interview with the counselees, the counselors took the Q sort "as if" they were the counselees with whom they were working. This was the first measure of the counselor's empathic prediction, his construct of the counselee's self-ideal relationship.

4th sort: After the terminal interview (there was an average of six interviews in the counseling sequence), the counselees once again took the self-ideal Q sort.

5th sort: At this time, too, the counselors took the Q sort again "as if" they were their own counselees.

6th sort: At the end of the semester, the counselors again sorted the cards "as if" they were typical adolescents.

The first three sorts are pre-measures and the last three sorts are post-measures of interpersonal prediction. The stereotype measures give an indication as to the extent the counselor is influenced by a generalized concept in his interpersonal prediction of the counselee.

In a preliminary study by Buchheimer and Katz (1963), five of the six sorts were used to develop the following indices of the counselor's ability to predict the counselee:

1. Perception of Adjustment
2. Perception of Movement
3. Accuracy of Prediction

In our study the accuracy of prediction was the only index used. This index is computed by correlating the client's self sorts with the counselor's self sorts (as if he were the client) and the client's ideal sorts with the counselor's ideal sorts (as if he were the client) on the pre and post occasions. These correlations are converted into z's and then averaged. The following is the formula for computing the Accuracy of Prediction Index:

$$\text{Pre}\quad \frac{\text{Counselor-Counselee Self} + \text{Counselor-Counselee Ideal}}{2}$$

$$\text{Post}\quad \frac{\text{Counselor-Counselee Self} + \text{Counselor-Counselee Ideal}}{2}$$

The findings in the preliminary study revealed considerable accuracy of prediction in the correlation of the self sort of the counselor with the self sort of the counselee. Furthermore, when the counselor's ideal sort is correlated with the counselee's ideal sort, there is an even greater degree of accuracy of prediction. There is no change in the accuracy of prediction before to after counseling (rs .42, .41).

These results indicate that counselors can predict accurately the counselees' self and ideal sorts Some counselors are better self-sort predictors and others are better ideal-sort predictors, but few can predict both equally well.

The Squires Empathy Test

This test was selected as a measure of aesthetic empathy using the mechanism of introjection. The subject simultaneously listens to a recorded dramatic dialogue and views sets of six photographs on a page, and at the conclusion, is asked to select the photograph which best corresponds to the mood of the dialogue. The estimates of reliability for the test were: .80 according to the Hoyt formula by means of the method of analysis of variance; and .81 according to the test-retest (within two weeks) comparison computed by Pearson Product-Moment correlation.

Squires (1956) reports significant correlations between the total test score and ratings of sensitivity ability. These correlations ranged from .55 to .69 for samples of undergraduate and graduate students. Further justification was indicated by significant differences in drama majors and other comparable groups on the undergraduate and graduate levels; and between graduate guidance students and other graduate groups.

The Squires Empathy Test originally contained 78 items. Item analysis provided 55 discriminating items. Inasmuch as some of the items relate in groups, not all of the nondiscriminating items were rejected. The empathy test was shortened to 60 items for the purpose of this study.

The Rating Scale of Empathic Behavior

The Film Test, the Q sort and the Empathy Test are all variables which assess the empathic behavior of a counselor either through pencil and paper devices, predicting the counselee, or the situational test. Through the Rating Scale of Empathic Behavior the direct interaction between counselor and counselee is observed and assessed; it has been used to rate audiotapes or direct observation of interviews.

This scale is based on the assumption that empathy in counseling can be globally described as confluence between counselor and counselee. The counselor is a "confluence producer". Confluence is produced by the counselor through five observable dimensions. Since 1958 the staff of the Guidance Laboratory has continued to develop the Rating Scale of Empathic Behavior to evaluate the empathic interaction between counselor and counselee. The Rating Scale of Empathic Behavior was first reported by Buchheimer and Balogh (1959), later by Katz (1962) and subsequently by Buchheimer, Katz and Sircus (1963).

The five behavior dimensions are defined as: Tone, Pace, Strategy, Frame of Reference and Repertoire of Leads. These dimensions are an adaptation of Hastorf's and Bender's (1952) earlier definitions of empathy as: kinesthesis, imagination, imitation, cognition, intelligence and intuition; Bronfenbrenner's, Harding's and Gallaway's (1958) definition of empathy as: interpersonal sensitivity and a feeling for the generalized other; and Lifton's and Cartwright's (1958) definition, who see empathy as: responsiveness, differentiation, recognition of feeling and communication of feeling.

With our various refinements of the scale since 1958, prior to final definition of the categories, we found that the Rating Scale of Empathic Behavior can be used by raters to evaluate confluence between counselor and counselee in a specific counseling situation. Raters make similar use of the scale in evaluating empathic interaction as defined by Tone, Pace, Strategy, Frame of Reference and Repertoire of Leads. There was a magnitude of rater agreement throughout the use of the various revisions of the scale. Raters tended to rate counselors highest on Tone and lowest on Repertoire. When Tone and Pace are classified as affective dimensions and Strategy, Frame of Reference and Repertoire are categorized as cognitive dimensions, the conclusion drawn is that agreement is more obtainable on the affective rather than the cognitive dimensions. Correlations between dimensions were also high casting some doubt on discreteness of the dimensions themselves.

However, two different analyses of variance studies indicate significant differences in dimensions of empathic behavior as measured by the subscales of the Rating Scale of Empathic Behavior. These differences may be due to the varying weights that each rater placed on the subscales as a result of being influenced differently by the dimensions themselves.

Thus, at the end of five years of research with the Rating Scale of Empathic Behavior, we concluded that raters used the scale and its subscales similarly on evaluating empathic behavior of counselor-trainees. Also, we found both discreteness of the subscales as tested by analysis of variance techniques, and a high degree of correlation of the subscales as tested by ordinary correlational techniques. We tended to conclude at the outset of the study that the subscales, though not discreet, measured different aspects of confluence, i. e. empathic behavior of counselors.

In 1963, the Rating Scale of Empathic Behavior was further refined by Buchheimer and Langberg. These definitions of the categories of the scale were used in the present study by the raters:

Tone: The counselor's verbal behavior is rated for two related qualities which together constitute tone. The first of these qualities refers to the counselor's ability to provide to the client a feedback of both the affective and content characteristics of his communication. Such reflection is not a mirror of the client's response. The counselor does not duplicate the client's anxiety, agitation, etc., but indicates his awareness of such emotions and uses the appropriate tone to express his awareness. Tone, therefore, is in the first place, the counselor's instrument for communicating his awareness; it is, secondly, his means for the establishment of a climate of acceptance--warmth, spontaneity and interest are the significant tonal attributes.

Defining characteristics of scale points:

Points	Acceptance Characteristics	Reflective Characteristics
1	Cold, distant, rejective, hostile (negative effect).	Totally unresponsive, inquisitorial, critical, etc.
2	Pedantic, wooden, anxious, affected (masked).	Largely reflects unawareness; lacks variation.

Points	Acceptance Characteristics	Reflective Characteristics
3	Some warmth, but variable; occasionally mechanical.	Indicates awareness but expression is weak.
4	Warm, moderate spontaneity; some falling off in critical interchange.	Indicates awareness.
5	Alert, warm, spontaneous, particularly in critical interchange.	Highly differentiated, accurately responsive.

Pace refers to counselor's ability to time his statements to the client's ongoing exploration of thought and feeling. Correct timing assures the development at exploratory momentum; inadequate timing blocks the development of such momentum. The quality of timing is best judged by the response of the client to the counselor's leads.

Defining characteristics of scale points:

1. Absence of forward movement. Client's responses are discursive. There is no indication of approach to significant areas of concern. Sequence consists largely of disconnected statements or topics, or is merely factually responsive or passive to counselor's queries or urgings.

2. Client's responses deal with more relevant areas but at a highly abstract and theoretical level. There is no counselor effort to bring the client to examine his behavior more concretely; contrariwise, the counselor tends to abort the development of trends by reassurance, by prematurely focusing on solutions or intimidates by probing or too forceful leading.

3. There are some indications of forward movement. Client may show difficulty in handling special situations such as protracted silences, but there is more generally a tendency to allow the client to develop his own thinking.

4. Counselor is not merely allowing individual to develop his own thinking; he is active; his leads and responses are encouraging of further movement. Some efforts by counselor to resolve impediments.

5. Counselor reveals capacity to promote movement and interview reflects a very definite progression. Counselor accepts responsibility for making leads that stimulate client to explore new relationships. Counselor articulates poorly grasped feelings or more sharply identifies the loci of conflict or anxiety whenever client indicates preparedness for such leads. Simultaneously the counselor is clearly able to control his intervention whenever client is showing autonomous self-direction and movement.

Strategy appears to reflect principally a capacity for tactical flexibility, a willingness to relinquish interpretive sets, to interview objectives and similar predetermined goals in response to client's feedback. The characterizing quality is that of rigidity: the counselor need not be insensitive - he may from time to time penetrate the client's frame of reference; he tends, however, to become fixed upon particular areas, types of leads, levels of interpretation, even after feedback has turned negative. The interview tends to be marked by starts that do not carry, by persistence of counselor efforts beyond the point of client responsiveness. The rigidity of the counselor is scoreable in small sequences by noting the counselor's abilitity to alter direction upon the basis of client's response to his previous communication.

Defining characteristics of scale points:

1. In the fact of full evidence that the client is unable or unwilling to respond to the counselor's efforts to direct the interview, the counselor persists. Client tends to be silent, laconic, rejective or confused. Counselor leads and reflections remain unchanged.

2. The counselor makes transitory accommodations but lead-taking is primarily predetermined and client's statements are commonly manipulated to satisfy counselor's concern and interest.

3. Response is not grossly inaccurate; it is not, however, substantially more focused than client's communication but is essentially a repetition or paraphrase. Leads are relevant but not precise.

4. Counselor is utilizing client's responses as a basis for constructing subsequent leads and reflections. Residual tendencies of rigidity only occasionally evident.

5. Counselor shows high order for sensitivity to client's response to his communications and a clean adjustive capacity for using such feedback to determine his subsequent responses and leads.

Frame of Reference is a dimension scored on the basis of the counselor's ability to (a) share the client's perceptual field and (b) to abstract the paradigmatic features--the basic structure of the client's problem. The counselor indicates his ability to do this largely through his reflective responses and through the content of his leads.

Defining characteristics of scale points:

1. Response to client's communication is largely irrelevant to both manifest and dynamic content. Counselor reflections and leads both suggest externalization.

2. Response indicates some effort to grasp content but is grossly inaccurate at either manifest or dynamic level. Leads are very broadly appropriate.

3. Response is not grossly inaccurate; it is not, however, substantially more focused than client's communication but is essentially a repetition or paraphrase. Leads are relevant but not precise.

4. Response is accurate. Reflections are more than mechanical but lack some of the revelatory power of the next step. Manifest content handled somewhat more successfully than dynamic.

5. Responses clarify, intensify, condense the core of feeling, attitude, relation. Reflections may possess metaphoric, epigrammatic quality. Leads clearly propel client to exploration of nuclear emotion, beliefs, perceptions.

Repertoire of Leads is related to the counselor's resourcefulness and his ability to vary his leading imaginatively and appropriately. A broad range of versatility of leads is assumed to produce greater confluence than a narrow spectrum of leads. The leads should offer the counselee an opportunity to develop and expand the theme of his concern.

Defining characteristics of scale points:

1. Leads that do not produce a response.

2. Leads that create defensiveness on the part of the counselee.

3. Leads that produce an intellectualized response.

4. Leads that produce affect on the part of the counselee.

5. Leads that produce affect, insight and/or plans of action on the part of the counselee.

The Film Exercises

In addition to constructing and administering the film test during the spring and summer semesters of 1963, we constructed the films which were used in the experimental procedure. These films, our main experimental variable, will be referred to from here on as the film exercises.

Production and Editorial Procedure

The film exercises were edited from videotapes. The procedure was similar to that employed for the film test. Two counseling sequences were selected (with the same counselor for both counselees):

One counseling sequence dealt with a junior high school girl, 14 years old, who expressed problems of parental control, school achievement and adolescent peer relationships. The selections were arranged in accordance with these three themes. Each exercise film was devoted to one theme:

Film I: Statements and feelings about school problems and achievement.
Film II: Self-peer relationships.
Film III: Mother-daughter-family problems.

The other counseling sequence concerned a senior high school boy, 17 years old, who was an underachiever. The main themes presented were his boredom with school, his feeling of confinement by school, and his conflict between kinesthetic and cerebral expressiveness. Each of these themes were presented in a separate exercise film:

Film IV:	The boy's school problem; his feelings of boredom and confinement; and his cerebral-kinesthetic conflict.
Film V:	The boy's needs for power: his fantasies about power and achievement, and the ways he sought to meet his needs.

Each film exercise had two parts: The first part presented a sequence of scenes in which the counselee spoke about his or her problems; the real counselor's responses, if any, were dubbed out. At a point where a counselor's response might be appropriate, the scene ended. One of the main themes was developed as if the counselor were responding optimally to the counselee's statements and feelings so that a continuity, growth of feeling and differentiation of attitude occurred as the film went from scene to scene. The second part of each film showed scenes of extended interaction between the counselee and the real counselor. Scenes were selected which demonstrated empathic and nonempathic counselor behavior and the counselee's response to that behavior.

Description of the Film Exercises

This section presents a scene-by-scene description of the film exercises with some inferential statements about the meaning of counselor and counselee behavior.

Female Counselee - Training Film I

Scene 1. Counselee describes her difficulties with algebra. She describes the decision made by her teachers and mother for her to change to general mathematics. She expresses her uncertainties about having made the change.

Scene 2. Counselee asks for a clarification about the effects of the change from algebra to general math, again expressing doubt and uncertainty. She seems to be asking for information.

Scene 3. Counselee states that her difficulties with algebra had to do with certain aspects of the subject. She express an earnestness and desire to do well in school.

Scene 4. She describes her attempts to get help for her work in algebra. She describes the difficulties in getting this help. She expresses hopelessness.

Scene 5. She expresses the desire for good marks and her concern that algebra stands in the way. Studying for it is different than studying for other subjects. She complains about the teacher and then becomes apologetic.

Scene 6. She expresses her good feelings at achieving a relatively good mark on a science test and its meaning for a good grade in the course. She alludes to her mother's pleasure at this achievement also.

Scene 7. The counselee express her worry over her marks and her doubts about her study habits. She fears tests. At present her mother reassures her, but earlier, her mother used to hit her for doing poorly in school.

Scene 8. She does not have expectations of high marks on tests. If she thinks a test is going to be easy, she slacks off on her preparation and this leads to failure on the test.

Scene 9. On multiple choice tests she feels less concern. She feels that she can guess on them. Sometimes she loses concern over school or over tests and she finds her attention wandering. The problem broadens from concern over algebra to general attitudes toward school. Now she is expressing a lack of concern about school in contrast to her earlier expressions of eagerness to do well in school.

Scene 10. Counselee describes her cheating on tests when she doesn't know the answer. She expresses guilt feelings over this.

Scene 11. She states her willingness to study when she likes a subject. She describes her trip to a college and expresses a desire to go to a college with a campus. She seems to propitiate the counselor concerning this college. Campus seems to represent an ideal of "getting out". Right now she feels hemmed in by school.

Scene 12. She expresses angry annoyance over a teacher's excessive and unfair demands. She moves to feelings of lack of concern over studying and her vehement dislike of school. Her mood swings from angry defiance to contrition to defiance again. She feels free to express her indifference to studying and reading. This is a change from earlier scenes where she was anxious, compliant and apparently eager to do well in school. She is much more expressive than in previous scenes.

Scene 13. Counselee is fed up with the routine of her present school and is looking forward to graduating and going on to high school.

Scene 14. Her friends are in high school. She is not with them. She resents having lost out on the S. P. classes. She feels she was kept back by her poor grades in elementary school. She has lost the opportunity to move through school at the same pace as her friends.

Female Counselee - Training Film I - Interaction Scenes

Interaction Scene 1. Counselee describes her harriedness and confusion when taking test. Counselor reflects and summarizes for her. The counselee elaborates on her concerns and difficulties in this area. The counselor infers the consequences of the counselee's difficulties which result in anxiety and nervousness when she is under pressure. The counselee feels understood and comfortable.

Interaction Scene 2. This scene is similar to the scene in the previous section where the counselee asks for clarification about the consequences of changing from algebra to general math. This seems to be a request for information which the counselor proceeds to answer. Counselor then proceeds to another topic.

Interaction Scene 3. The counselor reflects concern of counselee in wanting to be a teacher. The counselee expresses her worry about not making it. Counselor reflects this worry and counselee elaborates the long-term concern about getting into college which she is beginning to worry about. Counselee is afraid that she will not understand her work in high school and that she will not be able to please her teachers. Counselor reflects her discouragement and her concern over her relationships with her future teachers. Counselee expresses feeling of being understood.

Interaction Scene 4. Counselee is comparing the difficulty of algebra with the ease of general math. Counselor helps her to discuss what happens when she faces difficulties on her tests or in her homework. Counselee gets worried about being "marked down". She will not take chances and guess at an answer even though she knows it doesn't look good to omit things. Counselor leads her into discussing how she feels in the classroom when she has not done her work well. Counselee is concerned over her marks. Counselor contrasts her worry over marks with her efforts to learn the subject: "Grades must be very important to you". Counselee does not pick up the differentiation between concern over marks and concern over learning. Counselee moves to a discussion of the easiness of general math. The counselor has made a lead attempting to present a major problem to the counselee--the concern over marks rather than concern over learning. Counselee does not seem ready to respond to this problem.

Female Counselee - Training Film II

Scene 1. Counselee complains of the excessive demands of the social studies teacher. She doesn't feel mature enough to deal with the kinds of tasks he presented. She feels she is young and this is something in which she will take interest in the future, but right now these kinds of tasks are not for her.

Scene 2. Counselee seems to be comparing herself with teachers she sees as good teachers. They also had difficulties and had to work hard. She contemplates the possibility that she may not become a teacher. There might be other alternatives. She might get married. But she says she likes working with children. This is expressed in a rather serious tone.

Scene 3. Counselee describes her past vocational dreams. In an animated way, she talks about having wanted to be a secretary. With a faraway look in her eye and shaking her head, she expresses the impossibility of the thought of being an actress. But she comes back to teaching. Her mood changes from excited delight or wishfulness to a serious, almost dull expression as she says: "I like working with kids".

Scene 4. Counselee describes taking over a class as part of her experience in the Future Teachers' Club. Although she chose a lower-grade group, she was still overwhelmed by their maturity; she was very nervous. She seems to be contrasting her own lack of maturity with the maturity of these students who are in a lower grade.

Scene 5. Counselee discusses her desire about being a teacher and her worry about not making it. She does not feel very smart and contrasts herself with a girl in her class who seems to have no difficulty in doing the work. Her mother tries to reassure her about her grades and her ability without success. Her older sister found work difficult in college and the counselee is worried that it will be difficult for her as well.

Scene 6. Counselee again contrasts herself with a smart girl who does not seem to have to study too hard for good grades, but then expresses doubts about her difficulties. Is it because she does not push herself or because she is not smart? There is conflicting feeling about herself that leads to doubt. She is not sure that if she worked harder she would get better grades because she may not be smart enough anyway. Plaintively she asks, "Why can't I be smart?"

Scene 7. The counselee seems to resist the notion that she is not smart; she places herself between the smart and the not smart. This is expressed with assurance. She knows that she could work harder.

Scene 8. Counselee has passing desires to read, to draw, to go to college. She characterizes some of these moods as "stupid" but they seem inevitable for her even though she does not accept them.

Scene 9. Counselee describes other kinds of moods; her impatience at wanting some exciting thing to happen. Her mother puts a damper on her enthusiasm. She describes her lack of desire to go to school which makes her feel ill, but she goes anyway. She anticipates a dull day and it comes true and she accepts the dullness. She denies the value of her own feelings.

Scene 10. Counselee describes some further moods to do something spontaneously. She expresses a strong dislike of being in her house with nothing to do; she must keep busy. Keeping busy involves reading a book or going shopping with her mother. Home seems oppressively dull.

Scene 11. Counselee describes the routine of her days. Although she seems to be describing the dullness of her school and being cooped up in school, the description of "dullness" seems to include her home life too. She is fed up with the dullness of her life. She would like to do different things but she also feels that she must accept her life as it is. Her weekends are spent with her parents which she seems to enjoy. But when she looks out to the rest of the week she feels "sick".

Female Counselee - Training Film II - Interaction Scenes

Interaction Scene 1. The counselee is contrasting herself with girls of her age who are physically more mature than she. She is unhappy about her thinness. Her mother has been trying to reassure her that this will change as she grows older. When the counselor attempts to be reassuring, the counselee responds, "That's what my mother says." (The counselor may have experienced anxiety at her own thinness, hence she may have been reassuring herself as well.) The counselee continues to talk about her immature body. The counselor infers that the clothes she must wear make her look like a little girl. The counselee emphatically accepts this interpretation.

Interaction Scene 2. Counselee is contrasting her poor performance with that of another girl in her class who does well. The counselor interprets the poor performance of the counselee and her sisters as being due to working too hard and not being relaxed. Counselee seems to understand that the other girl is very relaxed. When the counselor attempts to interpret the counselee's poor performance as being due to exerting too much effort rather than to low intelligence, the counselee does not understand and proceeds to go off on a tangent about the lack of help from her sisters.

Interaction Scene 3. Counselee expresses desire to do what seems to be the foolish things teenagers want to do. She has tried to communicate her desire to her mother who does not understand. The counselor reflects the desire as, "You would like to try your wings even if you make a fool of yourself." The counselee seems to accept this by responding, "I'd like to try it out."

Female Counselee - Training Film III

Scene 1. Counselee describes her mother's attitude toward school and jobs. Although her mother had little or no schooling, she feels that school is important. Counselee seems to be in agreement. There is a stress of getting a good job to which a good education would pave the way. Counselee expresses negative attitudes about her father's qualities. She is much more positive about her mother.

Scene 2. Counselee moves from her mother's stress of learning and studying to her mother's restrictiveness. Counselee feels her mother will not let her do certain things done by other children her age. She seems in conflict about it. She understands that her mother is strict because of her foreign upbringing but she would like to do what the other children are doing. She feels different from them.

Scene 3. Counselee prefaces criticism of her mother with a protestation of love -- but her mother is foreign, not like American mothers who are more understanding and permissive.

Scene 4. Counselee stresses that her mother cares about her and will let her do the things she desires when she is older. Therefore, she does not feel the need to do things behind her mother's back. She feels that she can communicate with her mother but there are certain things that she cannot ask her directly. She uses indirection to ask for things but her mother is too strict. Her father is even stricter than her mother and the counselee sees her mother as the protector of her rights. Her mother will allow her to do certain things when she is older and will protect her from her father's strictness. But right now her mother will not let her "overdo" things.

Scene 5. Counselee tries other means to get what she feels she needs. She used a book on teenagers as an authority to convince her mother who either avoided it or did not get the point leaving the counselee very frustated. She feels that her mother will restrict her relationships with boys for a long time to come. She expresses a desire to be like other children and to have the same freedom.

Scene 6. Her mother will not let counselee wear certain clothes which are signs of growing up. When her mother compares her with other immature children she expresses defiance at the comparison. (At this moment of expressing defiance she looks much older than usual). She then vaccilates between the desire to grow up quickly and apologizing for that desire but ends by saying she wants more "responsibility". (Responsibility may mean for her more initiative in her actions than she is allowed).

Scene 7. Counselee expresses that her mother does show interest in her, especially when she feels troubled. She talks rather plaintively about her mother: that this interest seems to be apparent only when she is very troubled, not when she wants something. She sees her mother at this point as being omniscient. She seems to be convincing herself that her mother really cares about her and understands her.

Scene 8. Counselee discusses the sparse education of her mother and the reasons for it. She contrasts her mother with her father who has had more education but who is of no help to her because of his "foreignness". She reiterates her mother's desire for her children to get good education and good jobs. This is what the mother wishes for herself, too. Counselee is aware that her mother is extremely concerned when she does poorly in her school work.

Scene 9. Counselee discusses her own anxiety when she does poorly. She does not want to show her poor grades to her mother but cannot face the situation with bravado. She waits until her mother is likely not to get too angry, then she shows her poor grades. She anticipates her mother's anger which passes quickly under these circumstances.

Scene 10. Counselee describes her mother's reaction when she did poorly at an earlier age. After describing her mother's strictness, she attempts to qualify the strictness as if to temper her own reactions toward it. The counselee's own attitude toward her poor work was not as severe as her mother's. She thought she was doing all right -- she was average. But she feared her mother's reaction. Things have changed now. Her mother does not react with overt punishment.

Scene 11. Counselee is yelled at for doing poorly although she is no longer hit. Her own attitude seems to be one of lack of concern about it. If she did not have to show her mother her grades, the counselee would not be unhappy about them; but when her mother has to sign her failed tests, she anticipates an angry response from her mother which passes quickly. Her mother is "happy again".

Female Counselee - Training Film III - Interaction Scenes

Interaction Scene 1. Counselee is describing her plainness which she does not accept. Counselor leads with an understanding response that counselee wants to be more feminine. Counselee agrees and elaborates that girls in her class are doing things which enhance their femininity but counselee's mother does not approve. The counselee cannot go against her mother's wishes. She fears that her mother will find her out. It is not that she agrees with her mother that this is inappropriate behavior, but rather that she fears being disobedient.

Interaction Scene 2. Counselee expresses a desire for greater maturity. She is upset that her own body does not allow her to appear grownup. The counselor clarifies her desire as "a desire to be more grownup by trying on new clothes and other things." Counselee describes the very severe limits her mother places on this desire which the counselor summarizes metaphorically as: "If she gives you an inch, you will take a whole foot." Counselee goes on to justify her own desire by saying that others are doing it, why can't she. She contrasts her immature body with the mature figures of her sisters at the same age. She also contrasts her mother's reaction toward them as compared to her. Her mother treated them as more grownup at the same age. She treats counselee as a baby. Counselor interprets this reaction as her mother "wanting you to be a baby". Counselee retreats slightly from this interpretation by supporting her mother's stand, admitting that she receives some freedom but desires a little more. This is expressed plaintively.

Interaction Scene 3. This scene includes the end of one interview and the beginning of the next interview. At the end of the interview the counselee expresses her conflicting feelings about her immaturity and her inability to get her mother to go along with her need to try more grownup ways of dressing. She does not want her mother to get mad; if she answers her back, her mother gets angry. The counselor attempts to clarify the counselee's attitude by indicating that there is no choice other than answering back or obeying passively. The counselee does not understand this. She proceeds to describe how her demands are usually in the form of having a tantrum, behavior which her mother does not like. But even when her mother listens, she does not understand the counselee who feels hopeless about requesting things for herself. The counselor reflects this hopelessness which the counselee picks up and reiterates. Counselee tries to think of alternatives to the hopelessness but she cannot. The counselor ends the interview at this point.

(The beginning of the next interview). The counselee describes how her mother let her tease her hair which, in a previous interview, was stated as an impossibility. Although she got what she wanted, it became unimportant to her. The counselor asks for some details of what had happened. The counselee describes her interaction with her mother in which she seemed to request what she desired in a more mature way using the counselor and her sister as sources of support. But her mother did not approve of the change in hairdo and the counselee gave up this desire. The counselor reflected the counselee's desire for her mother's approval. Counselee agreed that she would have liked more positive support from her mother but right now she has given up this desire: "It doesn't bother me any more." Her face and voice express sadness when these words are spoken. Counselor tries to get the counselee to see that her own desires are different from her mother and that she cannot always have her mother's agreement. Counselee rejects this interpretation expressing confidence in her mother's rightness and accepting her dependent position vis-a-vis her mother. (Note that counselee's hair style is changed and that she is wearing lipstick).

Male Counselee - Training Film IV

Scene 1. Counselee is discussing difficulties with his courses. His average is not too high. Certain subjects give him difficulties such as, language. It is not clear just what his average is; it seems to move between 73 and 84. His facial expression is tense. He gives the impression of a student who works hard but who is having difficulty.

Scene 2. Counselee is explaining why he did poorly last term. He focuses on subjects that were too difficult as being the cause of low marks. He seems more confident about this term because the courses are easier.

Scene 3. Counselee has been told that he can do well in school if he works hard. He is skeptical of this advice. He does not feel that the effort in studying pays off in higher marks.

Scene 4. Counselee contrasts the freedom of college work with the routine of high school. He resents being "pinned down" by his homework in high school. He would like greater freedom in deciding when and how to study.

Scene 5. He expresses a defiance of the standard way of studying. He is aware that his method of studying is looked upon as cramming - as a last-minute sort of work, but he is satisfied with the quality of the grade in a course after having studied this way. He is proud of his ability to read and seems to be trying to impress the counselor with this ability. He concludes by again defying the standard study procedures of "most people".

Scene 6. He expresses his dislike of school, the feeling of being hemmed in and pinned down. When counselee is pressed to do something he feels defiant and expresses this defiance verbally and nonverbally with a breaking, tearing motion of his hands.

Scene 7. Counselee describes with pleasure and pride the experience of getting away on a camping trip. His hands show much tension.

Scene 8. Counselee gropes for words to express the feeling of pleasure at being free. It is a freedom from external control that seems to be the source of pleasure.

Scene 9. In wanting to get away, he denies that there is any difficulty at home. The pleasure of getting away includes that of being in a place where no one knows who you are; where you are "on your own".

Scene 10. Counselee expresses a desire to seek new places and to do new things. It makes him feel pleasurable and proud that he did wild things and manly things. He looks for a response in the counselor as he expresses these pleasures.

Scene 11. Counselee expresses the pleasure of doing fearful, dangerous and forbidden things. These kinds of experiences would never bore him he feels.

Male Counselee - Training Film IV - Interaction Scene

This interaction is a complete sequence of part of the first interview. In this scene the counselor initiates most of the discussion and the counselee is forced to resort to a counter-strategy. The counselee discusses one of the courses he found difficult and contrasts it with one of the easier courses. Then, at the counselor's instigation, the counselee moves to a discussion of teachers and his relationships with them. Throughout this scene the counselor seems to be in a quandary. She does not quite understand what the counselee is saying and often is not accepting of his statements. She probes to elicit reactions often in areas that are trivial. At other times she exerts pressure for a response. The counselee reacts by rejecting the pressure and engaging in polite agreement with the counselor. At one point, the counselee in a nonverbal manner indicates that he does not feel understood although verbally he agrees with the counselor. The counselee seems to be saying that he does not feel very smart. He wants courses that do not pin him down with hard, persistent work. He does not feel he has achieved much on his own; hence, his reference to a good teacher in a course in which he did well. The counselor, at this point, moves to a discussion of the counselee's attitudes toward teachers which degenerates into a polite conversation in which both the counselee and counselor are aware of the superficiality of the discussion. Their discomfort at the end is shown by the nervous laugh of the counselor and her reassurance that the counselee can say things against teachers if he wants to; and in the counselee's tensing and eyebrow-raising. He culminates this with a statement, "that's my problem", when the problem has not been clearly stated at all. Perhaps he does this to bring her back to him in some way. He is in control.

(The counselor is looking for a problem. She defines the problem as largely something to do with school. The counselee is evasive every time she tries to pin him down; he sidesteps verbally the request for clearer information. This is evident in his evasion of the question about his mother's concern about his school work; his evasion when he is pressed to explain why he suddenly started doing poorly in chemistry; and his evasion when the counselor presses him about his good grades in a math course when he "blames" it on having had a good teacher. In an earlier scene the counselee expressed how he feels when he is pinned down: he gets angry and wants to get out of the situation. In this scene it is clear that when he is pinned down he resorts to verbal evasiveness and social charm as a means of getting out from under. He is not happy about this.)

Male Counselee - Training Film V

Scene 1. Ostensibly the counselee is talking about college planning. What he is expressing, however, seems to be a fear that he will not measure up in college, and yet a desire to use college as a means of getting away from things here.

Scene 2. Counselee expresses the boredom and the routine of school. He wants to be "outside". This is expressed in a dull, almost desperate tone. At the end, he smiles apologetically for having expressed these wishes. He would like something different and new.

Scene 3. Counselee finds it difficult to express what he wants. Money seems to be important although he is tentative about expressing this desire. Anything would be better than school. He would like to be "on his own", although he slips and expresses the feeling that he is lonely. There is a note of sadness and he finds it difficult to express himself.

Scene 4. He would like to be on top of the world in an important job but, most important, to have a lot of money which he would spend freely in traveling and having fun. In discussing his travel wishes, he seems to be exhibiting his sophisticated knowledge about the "right" places to visit. He would like to have a "nice car". All this is said with longing, as if he does not believe he will achieve these things.

Scene 5. Counselee would like many things without having to actively work for them. He claims he would not feel bad about accepting things if someone gave them to him. But at one point he expresses some conflict about his passive wishes. Again a car is one of his fervent desires.

Scene 6. A car means freedom for the counselee.

Scene 7. Counselee would like to do many things that require money. He wants power and moves to expressing a desperate need for a car which may satisfy many of these desires. In expressing his liking for power, the expression on his face shows pride and guilt. One might infer that he does not feel very powerful now.

Scene 8. Counselee is willing to work this summer to get the money to buy the car. This seems to be a big step for him.

Scene 9. Counselee has thought about other ways of getting what he wants such as, "getting tapped by a car and suing to collect money". He has thought about it but is in conflict about expressing these thoughts. He knows that others do not approve of such ideas but the car he so greatly desires drives him to these kinds of thoughts. He would prefer to get the money for the car in a passive rather than an active way.

Scene 10. Counselee has plans to work to get enough money to get the kind of car he wants. The car is an expensive one; not just any car will do. He does not see himself as working at some low position during the summer. He must have some status both in his car and his job. He has to be 18 years old for the job he wants but he is not 18 years old.

Scene 11. Counselee describes an illegitimate means for getting a job which will pay him enough for the car he wants so badly. He is aware that he can pass as an 18-year-old. He is also aware that he will be making possible trouble for the person who hires him but, with bravado, denies that he feels any concern about this. He begins to express conflict by saying he "would hate to do it to them", but covers that feeling with the denial of concern. He will do anything to get this car which will satisfy his needs for freedom, status and power, all of which he feels deprived of now.

Male Counselee - Training Film V - Interaction Scenes

Interaction Scene 1. This scene is an enlargement of the last scene. The counselor brings up the question of counselee's plans to raise the money for the car and counselee describes the illegitimate procedure he has planned. Counselor tries to clarify a moral issue which counselee is not facing. Counselee evades understanding this by claiming first that the owners do not trust him to begin with because they demand proof. The counselor persists in pressing the nature of the moral issue of his willingness to hurt others in order to attain his desires. Counselee evades this by resorting to a number of rationalizations: there is no opportunity to get the money in any other way; they expect people to do this; where else can he get what he wants and needs. The counselor does not understand what he is saying, which is that he so desperately needs this car that he does not want to think of anything else that may stand in the way. Counselor continues to press for his understanding of the moral issue and he finally evades the question by agreeing with her. Counselor does not accept the counselee's feelings and they engage in a duel in which neither one gives in and little understanding passes between them. The counselee expresses guilt at this desire and plan but it is quickly lost as he tries to defend his position. He seems to be testing the counselor's acceptance and understanding.

Interaction Scene 2. The question of the counselee's intelligence comes up and the counselor defines him as an "underachiever". This arouses the counselee's anger. He does not feel he can do the work regardless of what the tests say he can do. He feels people are pressing him to do the work which he does not feel smart enough to do. The counselor does not understand what the counselee is expressing and attempts to convince him that he is smart. He remains unconvinced. When the counselor tries to move to a discussion of his problems with mathematics, he becomes evasive and in a socially charming way cuts off any discussion of his school problems.

Interaction Scene 3. Prior to this interview the counselee had cancelled the previous week's appointment due to an ear infection. The counselor raises the subject of the illness that had caused his absence and also the fact of his earlier allergies. Counselee attacks the counselor's questions with claims of having known she would mention this. He is embarrassed at his own behavior and the counselor is at a loss at what to say. The counselee is accusing the counselor of not understanding him and of being a mechanical counselor. The counselee tries to explain how he became ill, is embarrassed by the obvious implausibility of the excuse and is in conflict about having possibly inconvenienced the counselor. He stumbles over his words. After some verbal dueling in which the counselor does not seem to be understanding what the counselee is saying, she finally reflects his feeling that people suspect his motives and his actions. When she presses him for a response, he becomes evasive again. The counselor then tries to reassure him that people use sickness as a means of averting situations. The counselee denies that he does this. The counselor is angered when the counselee challenges her behavior. The anger gets in the way of her understanding what he is saying. The counselee seems in conflict about his manipulative methods although he resorts to them quickly once he is reassured that the counselor was not inconvenienced by the cancelled appointment. The counselee would like to play it cool but he cannot do it too successfully. This may be one of his problems.

(It is important to keep in mind that this counselee is essentially self-referred. He came with a friend who had been referred by a guidance counselor, and indicated that he would be interested in talking to someone about his problem. His manipulation of the counselor and his evasiveness may have been styles of dealing with his problems but he also may have had to resort to them when it became clear that the counselor was not understanding or accepting him.)

Experimental Training Procedure

During the film exercise procedure the trainees responded individually to the films in the presence of a supervisor. There was a wide range of possible responses: interpretation, restatement, reflection. The counselor could describe to the supervisor what the counselee was doing, saying or feeling. He could infer meanings from the counselee's behavior. In whatever way he reacted, the counselor was encouraged by the supervisor to be as free as possible in his responses to and reactions about the counselee. The supervisor, in turn, used a number of strategies depending on the counselor's response: clarification, explanation or suggestions of alternatives. He could do this by questioning, restating, making direct responses, or returning to passages in the film.

During the first part of the film exercises (with the counselor's role omitted), the supervisor posed such questions as: What was the feeling expressed? What is the meaning of the counselee's remarks? How would you respond? Let's play it back to see whether you want to add something or change your mind (if the supervisor judged this necessary).

During the second part of the film exercises (the interaction scenes), the supervisor had the opportunity to raise such questions as: What was the counselor trying to do? Do you agree? Would you have handled it the same way? Do you disagree? Why? Do you feel you can identify with the counselor? Although these questions were posed initially, subsequent approaches varied from exercise to exercise depending on the need of the counselor-trainee and the supervisor-trainee interaction.

The supervisory situation in the film exercise procedure was unique and differed from that in the regular practicum in the following ways:

The counselee did not vary.
The counseling situation was simulated.
The supervisor was present during the "counseling".
The counseling action could be stopped, reversed; the focus could be changed.
The supervisor knew more about the counselee than did the counselor.
The supervisor had feedback from other supervisors.
The counselor could control the movement of the counseling, modify his responses, reconsider, feel safe in erring.

The overall intention of the supervisory approach through the film exercises was to stimulate the trainee to become more aware of and responsive to the internal frame of reference of the counselee. These films were viewed on five occasions each semester of the last two academic years. The trainees were students from City College, Brooklyn College, Hunter College and (during the last semester) Queens College, of the City University Counselor Training Program. Altogether, there were 300 training sessions for 60 students.

The Sample

The samples selected for this study came from various sources:

1. Matriculated students in the City University of New York Counseling and Guidance Program.
2. The NDEA Institute of the City University of New York, September 1962 - May 1963.
3. Students enrolled in introductory guidance courses but not matriculated in the counseling and guidance program at City College of the City University of New York.
4. Students enrolled in the Rutgers University NDEA Institute, Summer 1964.
5. Counselors with a reputation for empathy recommended by staff members of the Michigan State University Department of Education.
6. Students enrolled in advanced courses in educational administration at Hunter College.

The City University matriculants in the school counseling and guidance programs in the four colleges of the university comprised the largest part of the sample. These students are carefully selected by rigorous standards agreed upon by the four colleges. Basic criteria are: effective teaching as assessed by their principals and supervisors; interpersonal relationships conducive to guidance work assessed through leaderless group discussion, individual interviews and written evaluation by school administrators; superior intelligence as indicated by Miller Analogy Test scores and scholastic average; and high motivation as professional guidance persons. One third of the total number of applicants are accepted yearly as matriculants. The majority of these students teach in the New York City Public Schools although some teach in Westchester, Nassau and Suffolk counties of New York. They come from both elementary and secondary teaching levels. Most are involved in guidance activities, at least part-time in their schools. The majority of the students fall into a 20-40-year age range. There are approximately twice as many women matriculated as men. At the end of their training program in guidance and school counseling, all students are eligible for certification in guidance in the State of New York. One third to two thirds of the students already hold masters' degrees in teaching before they matriculate in the program.

The NDEA Institute of the City University students were selected from a national group of applicants. Nineteen male and ten female students were selected. The median age range was 30-35 years. Only two out of twenty-nine had less than two years of guidance experience, and seven had more than five years of experience in guidance. Twenty-four had more than fifty per cent of guidance experience. Four had full-time guidance experience. All worked in guidance in secondary schools. Fourteen came from New York City. The other fifteen came from eight other states ranging from Wyoming and Colorado to New Jersey and from Connecticut to Florida. All but two were certified. Twenty held masters' degrees in teaching. Twenty-four received professional certificates at the end of the Institute program. At least seven went on to doctoral training programs at other universities. The selection criteria were (Mathewson and Stanicki, 1963):

1. Administrative permission for a leave of absence.
2. (a) Minimum of 16 semester hours in basic guidance courses.
   (b) Minimum of 10 credits in psychology.
3. Successful current experience in guidance.
4. Superior academic record in undergraduate and graduate work.
5. Personal qualities of motivation, maturity, judgment and professional effectiveness.
6. Secondary school employment.
7. An acceptable set of personal references and a satisfactory level of performance on qualifying examinations and other selection measures.
8. Special selection measures were·
   (a) Miller Analogies Test.
   (b) Screening interviews where possible.
   (c) Davis Reading Test.

Students enrolled in introductory courses in guidance at City College of the City University of New York were not matriculated in the guidance and school counseling program nor were they specially selected for the courses. They were taking the courses on the basis of personal need and interest. Two guidance courses were involved: Introduction to Guidance -- Methods and Material in Group Guidance.

The Rutgers NDEA Institute group consisted of thirty students with experience in secondary school guidance; all spent more than half time in guidance activities in their schools. They had to have at least 30 to 45 credit hours in guidance courses or courses in related areas. Comprising the group were nine women and twenty-nine men selected from a national sample of applicants. They came primarily from New York and New Jersey but their school situations ranged as wide as Anchorage, Alaska and the Dependents Schools System of the United States Armed Services in Japan.

The highly empathic counselors were recommended by Professor Norman Kagan of Michigan State University and his colleagues (who were also engaged in conducting research activities dealing with the use of videotapes and kinescopes in counselor training). The participants were either counseling in the Pontiac, Michigan public schools or were doctoral students at Michigan State University.

The samples were administered the variables appropriate to their participation in the study. The results of all pre-occasion testing were utilized as data for the differentiation hypothesis; the results of the pre-to-post comparisons were utilized for the change hypothesis. All individual data was immediately coded upon receipt and before scoring. This assured that those responsible for scoring and rating would not be influenced in any way by either the individual or group identity of any specific subject.

Chart IV describes the size of the tested samples and the schedule of testing during the progress of this study.

Chart IV. Schedule of Testing and Size of Tested Samples.

	SEMESTERS										
GROUPS	Fall 1962	Spring 1963	Summer 1963	Fall 1963		Spring 1964		Summer 1964		Fall 1964	
				Pre	Post	Pre	Post	Pre	Post	Pre	Post
Experienced Counselors	14	14				15					
Practicum											
Control	32	13		9	9	11	10	30	29	12	12
Experimental				22	20	8	8			24	22
Pre-Practicum				24	20	34	25			32	24
Non-Guidance											
Introd. to Guidance		25									
Administration			25								

In this study, we suffered from two kinds of attrition: Attrition of sample was due to the absence of subjects on the posttesting occasion. Attrition of data was due to equipment failure; absence of counselees because of illness, weather or early termination of counseling; difficulties in obtaining Q sorts where Type B practicum students of Queens College were involved.

Description of the Raters

The Rating Scale of Cognitive Accuracy was rated by the two co-directors of the project and the two research associates. Training protocols were randomly selected from the pilot group. These were rated, discussed and rerated until a high degree of agreement was achieved. Only then were ratings begun on the protocols of the experimental sample.

The Rating Scale of Confluence and the Rating Scale of Empathic Behavior were rated by three men not otherwise related to the project. Two were Hunter College faculty members on released time from their teaching responsibilities. One was an educational psychologist with a background in clinical psychology who was supervising student teachers. Another was an educational psychologist with a background in industrial psychology and programmed learning techniques who was teaching courses in educational research. The third rater, trained in student personnel and guidance, was working in the student personnel office at City College of the City University of New York. He was employed by Hunter College on an hourly basis for the rating task. All three men were familiar with the counseling process and had counseled themselves as part of their previous experience.

The training consisted of rating and discussion of demonstration tapes in the light of the definitions of the categories described earlier, clarifying differences, and reaching agreement until Rhos of above .90 were obtained.

Statistical Analysis

Final statistical analysis was scheduled to begin with the completion of the experiment and rating of all the collected data. Earlier analysis included the item development and analysis previously discussed. Four areas of the analysis may be specified:

1. Estimates of reliability were obtained for all parts of the Film Test and for the Rating Scale of Empathic Behavior for the real interviews. Analysis of variance techniques, as described by Hoyt (1941), Ebel (1951), Tryon (1957), and Engelhart (1959) were utilized.

2. Means and standard deviations were obtained for each part of the Film Test for all groups combined and for the groups at each level of training. The hypothesis that each of the variables of the Film Test differentiates the levels of training was tested by a simple analysis of variance.

3. Means and standard deviations were obtained for all the variables for the experimental group and for each of the control groups for the pre-and-post-training occasions. To evaluate the experimental training procedure, a 4 x 2 factorial design, as described by Winer (1962), was utilized: four training groups, two occasions. The dependent variables for estimating change were: the Squires Empathy Test; the parts of the Film Test--the Silent Set, the Confluence Scale of the Free Response, and the Structured Response; and the Rating Scale of Empathic Behavior for the real interviews.

4. Pearson product-moment correlations were obtained for all the variables and subvariables in the study as a test of the relationship hypothesis.

Charts V and VI present the design for the testing of the differentiation and change hypotheses.

Chart V. Design for Testing of Differentiation Hypothesis*

	SEMESTERS						
GROUPS	Fall 1962	Spring 1963	Summer 1963	Fall 1963	Spring 1964	Summer 1964	Fall 1964
Experienced Counselors	X	X		X	X		
Practicum	X	X		X	X	X	X
Pre-Practicum				X	X		X
Non-Guidance	X	X	X				

*Pre-Occasion testing only.

Chart VI. Design for Testing of Change Hypothesis.

	Semesters							
	Fall 1963		Spring 1964		Summer 1964		Fall 1964	
Groups	Pre	Post	Pre	Post	Pre	Post	Pre	Post
Experimental Practicum	X	X	X	X			X	X
Practicum Control	X	X	X	X	X	X	X	X
Pre-Practicum Control	X	X	X	X			X	X

CHAPTER III. RESULTS

The results of the statistical analysis will be reported in this chapter. The reliability estimates are presented and the tests of the proposed hypotheses are described.

Reliabilities

Table 4 reports the reliability estimates for the variables developed during the progress of this project. The reliability of the Structured Response part of the Film Test is an estimate of the internal consistency of the items of that subtest. The other estimates are based upon interrater agreement in the use of the respective rating scales.

The highest reliabilities were obtained on the Silent Set part of the Film Test (four raters rating written protocols) and are quite respectable for estimates based upon interrater agreement. The lowest reliabilities were obtained for the Rating Scale of Empathic Behavior (three raters rating taped interviews).

The low reliabilities obtained on both the Confluence Rating Scale and the Rating Scale of Empathic Behavior (hereinafter called the Interview Rating Scale) suggested a closer look at the behavior of the individual rater. When the ratings of each rater were examined, it was found that one rater consistently differed from the other two. At the outset, he gave the highest ratings and, at the end, he was found to give the lowest ratings. The two other raters, however, consistently maintained their position to each other as well as to themselves. As a check, the raters were asked to rerate tapes. The same two were consistent with themselves on the second rating of the same tapes while the third rater was inconsistent with himself. It was, therefore, decided to report data based on only two raters. All subsequent scores for these two scales -- means, standard deviations, and correlations with other variables -- will be reported for two raters only. A discussion of rater behavior on all three rating systems will appear in the next chapter.

The Differentiation Hypothesis

The differentiation hypothesis was stated at the outset of the study as follows: Significant differences in empathic ability exist among groups with different amounts of training and experience. This hypothesis is confirmed for all parts of the Film Test. Table 5 reports the means and standard deviations for all parts of the Film Test for all groups. In general, the nonguidance group has the lowest means and the experienced counselors have the highest means. The only exception is in the mean score of the nonguidance group on the Structured Response portion of the Film Test. Here the nonguidance group scored higher than the guidance matriculants in the Techniques of Counseling courses. Within the nonguidance group was a group of advanced students in the highly selective school administration program of Hunter College. (The guidance and administration programs use similar selection criteria and screening instruments). This group was completing its training sequence in a course similar to the practicum group in guidance. Perhaps this accounts for its higher score on a cognitive variable such as the Structured Response. As will be seen in the presentation of the relationship hypothesis, the administration group is quite different from the other groups in its performance on the Film Test.

Table 4. Reliabilities for All Parts of the Film Test
and the Interview Rating Scale of Empathic Behavior.

VARIABLE			Pre		Post	
			r	N	r	N
FILM TEST	Part I - Silent Set		.93	323	.89	162
	Part II - Free Response)	3 Raters	.69	176	.66	101
		2 Raters	.88	176	.81	101
	Part III - Structured Response		.85	238		
Interview Rating Scale of Empathic Behavior		3 Raters	.66	98	.58	98
		2 Raters	.73	98	.57	98

Table 5. Means and Standard Deviations for All Parts of the Film Test for All Groups.

Groups	Part I - Silent Set			Part II - Free Response			Part III - Structured Response		
	Mean	S.D.	N	Mean	S.D.	N	Mean	S.D.	N
Experienced Counselors	12.68	4.07	37	124.94	23.95	36	104.51	9.84	41
Laboratory Practicum (Techniques of Counseling)	12.26	3.38	140	102.17	16.75	82	97.06	13.52	138
Prepracticum	10.91	3.13	100	93.03	19.72	58	84.43	15.80	84
Non-Guidance	10.54	5.66	46	*			91.51	10.93	49
Total	11.64	3.84	323	103.82	22.27	176	93.77	14.84	312

*Non-Guidance Group administered only Parts I and III of Film Test.

Table 6. Analysis of Variance of Empathic Ability Between Groups as Measured by the Film Test.

Variable		Source of Variation	SS	df*	MS	F	p
Part I - Silent Set		1) Between Groups (Levels of Training)	201.6	3	67.2	4.73	<.01
		2) Within Groups (Error)	4536.46	319	14.22		
		Total	4738.06	322			
Part II - Free Response	Three Raters	3) Between Groups (Levels of Training)	27642.1	2	13821.05	17.74	<.001
		4) Within Groups (Error)	134816.8	173	779.29		
		Total	162458.9	175			
	Two Raters	5) Between Groups (Levels of Training)	23034.8	2	11517.4	31.24	<.001
		6) Within Groups (Error)	63783.5	173	368.69		
		Total	86818.3	175			
Part III - Structured Response		7) Between Groups (Levels of Training)	13824.7	3	4608.23	25.93	<.001
		8) Within Groups (Error)	54728.7	308	177.69		
		Total	68553.4	311			

*The degrees of freedom are dependent upon the number of groups to whom each of the test variables was administered.

Table 6 reports the analysis of variance of empathic ability as measured by the Film Test. The within-groups mean square for each part of the Film Test is used as the basis for testing the significance of the differences between groups for that part. Differences between groups on Part I of the Film Test yield an F of 4.73 (line 1). An F ratio this large is significant beyond the .01 level and supports the differentiation hypothesis.

Part II of the Film Test is tested next and the F ratios obtained (lines 3 and 5) are significant beyond the .001 level, even when the means are obtained from scores based upon the reduced reliability of three raters.

The test of Part III of the Film Test again supports the hypothesis with an F significant beyond the .001 level (line 7).

These significant F's indicate that persons with different levels of training and experience in guidance perform differently from each other — and differently from persons without guidance training.

The Change Hypothesis

At the outset of the study, the change hypothesis was stated as follows: Significant differences in gain of empathic ability exist among groups of trainees who are subjected to different training experiences. In Table 7, means and standard deviations are reported for all empathy variables for the experimental and control groups on both the pretesting and posttesting occasions. The development of the film exercises was intended to provide a new training technique which would increase the empathic ability of counselors. The effectiveness of the device would be confirmed if differences in performance on the empathy variables were observed between the experimental practicum groups and the control groups, as a result of training.

To test this hypothesis, a design for a two-factor experiment with repeated measures was utilized. A detailed discussion is presented of the analysis of variance, training treatments by occasions, with the Film Test - Part I (Silent Set) the dependent variable. This may suggest a pattern for observing the results appearing in the other analysis of variance source tables.

The summary of the analysis of variance of the Silent Set appears in Table 8. In a design in which the measurements for each person are obtained on only two occasions, the within-subject effects becomes an analysis of difference scores between the two occasions—change during the training semester. The between-subjects effects is an analysis of the differences between groups.

The B x subjects within-groups mean square (line 12) is used as the basis for testing the AB interaction and the change effects.. The interaction between training groups and occasions yields an F of 2.641 (line 11). An F ratio this large supports the hypothesis that differences in amount of change between the occasions are different for the different training groups.

There is more interest in tests on the simple main effects (change for each group, differences between groups on each occasion) than in the main effects since the main effects have a significant interaction. The groups did not differ from one another on the pre occasion as indicated by the low F ratio (line 3). They did differ on the post occasion (line 4) as a result of the different training. Tests of the change effects for each of the groups (lines 7, 8, 9, 10) reveal that only the experimental laboratory group and the prepracticum control group show significant change from the pre-to-post occasion.

Table 7. Means and Standard Deviations for All Variables Administered to Experimental and Control Groups. (EP=Experimental Practicum, CP=Control Practicum, CCP=Combined Control Practicum, PR=Prepracticum).

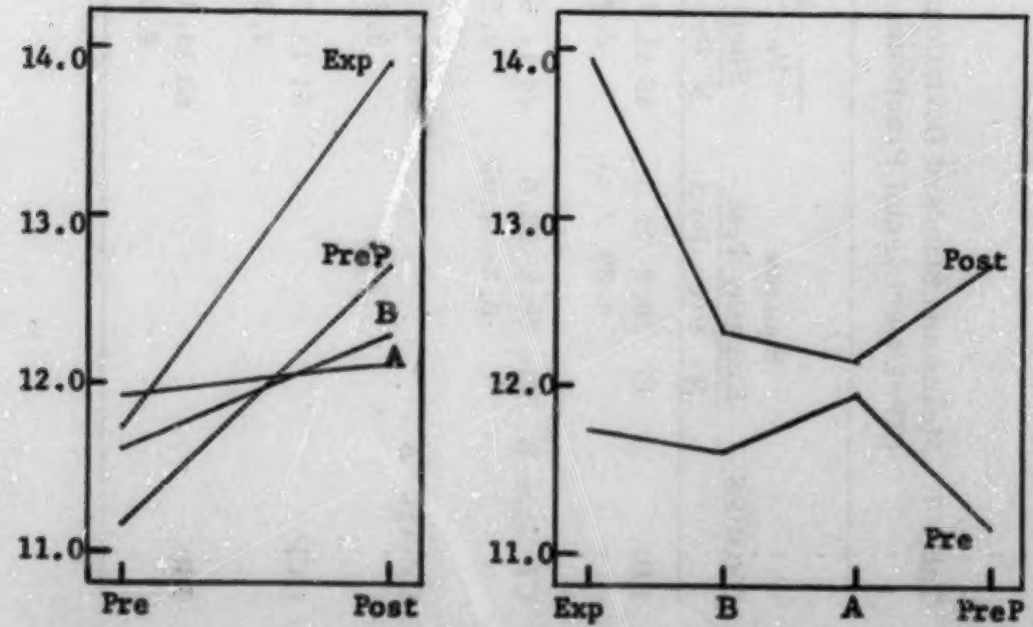
				FILM TEST														
GROUPS	Squires Empathy Test			Part I Silent Set			Part II Free Response			Part III Struct. Response			Interview Rating Scale			Accuracy of Prediction Index		
	N	Pre	Post	N	Pre	Post	N	Pre	Post	N	Pre	Post	N	Pre	Post	N	Pre	Post
EP	45	20.2	21.5	49	11.7	13.9	24	103.3	127.	50	96.8	106.2	43	95.7	96.9	30	27.9	38.6
		4.39	3.43		2.96	2.97		16.45	17.57		14.73	8.62		23.27	16.96		14.04	19.63
CP Type B	20	20.8	22.6	26	11.6	12.3	19	103.9	110.5	25	100.	102.	25	108.7	98.2			
		3.07	4.05		2.29	2.39		16.66	18.09		8.84	6.72		13.51	15.66			
CP Type A				25	11.9	12.2	20	104.7	112.0	29	89.7	100.6	28	100.1	105.1			
					3.35	2.1		15.33	13.93		15.97	10.58		13.26	13.57			
CCP				51	11.7	12.2	39	104.3	111.3	54	94.5	101.2	53	104.2	101.8			
					2.86	2.25		16.	16.11		14.14	9.03		14.06	14.99			
PR				69	11.1	12.7	45	93.6	111.9	67	83.4	96.3						
					2.97	2.51		20.8	23.79		15.84	12.57						

Table 8. Analysis of Variance of the Effects of Different Counselor Training Techniques on Change in Empathic Ability as Measured by the Film Test-Part I-Silent Set.

Source of Variation	SS	df	MS	F	p
Between Subjects	1819.491				
(1) A (Training Groups)	56.898	3	18.966	1.776	
(2) Subjects within Groups	1762.593	165	10.682		
(3) A at b_1 (Training Groups, Pre)	19.355	3	6.45	--*	
(4) A at b_2 (Training Groups, Post)	66.711	3	22.237	2.846	$<.05$
(5) Within Cells	2578.336	330	7.813		
Within Subjects					
(6) B (Change)	177.589	1	177.589	35.92	$<.001$
(7) B at a_1 (Change, Experimental Practicum Group)	119.021	1	119.021	24.74	$<.001$
(8) B at a_2 (Change, Practicum Control B)	5.558	1	5.558	1.12	
(9) B at a_3 (Change, Practicum Control A)	1.28	1	1.28	--*	
(10) B at a_4 (Change, Prepracticum Control)	90.898	1	90.898	18.386	$<.001$
(11) Interaction AB (Change x Training group)	39.168	3	13.056	2.641	$<.05$
(12) B x Subjects within Groups	815.743	165	4.944		

*F <1.0

Fig. 6. Profiles of Means, Film Test - Part I



(a) Profiles of Group Means, by Occasions

(b) Profiles of Occasion Means, by Groups

Understanding the meaning of the interaction becomes much clearer when the data are presented geometrically. Profiles showing change -- by groups, and groups--by occasions, are presented in Figure 6. The means are used to plot the points.* The slope of the change profiles (Fig. 6a) for the two practicum control groups is almost horizontal, indicating no change; while the slope of the profiles for the experimental practicum group and the prepracticum control illustrate vividly the change that has taken place. The experimental group mean on the pre occasion is similar to the means of the other practicum groups but, on the post occasion, is significantly higher than any of the other groups; the prepracticum group mean moved from the lowest position on the pre occasion to a position at least equivalent, and possibly higher, than the practicum control groups on the post occasion. The inconsistencies of the group profiles for the two different occasions (Fig. 6b) provide additional evidence that the difference in performance between occasions is greater for the experimental practicum group and the prepracticum control group than it is for the two practicum control groups.

Tables 9 and 10 present summaries of the analysis of variance of the Film Test - Part II - Free Response, and Part III - Structured Response, respectively. The results of the analysis of variance, using the Free Response as the dependent variable, are similar in all respects to those just reported for the Silent Set. This is presented graphically in Figure 7, and lends further support to the change hypothesis.

The results are not as conclusive when the Structured Response is used as the dependent variable. While the interaction is again significant (Table 10, line 11), tests of the effect of group differences (lines 3 and 4) seem to indicate that this is due mainly to differences between the groups on the pre occasion. Also, change takes place in an equal amount for all groups (lines 7, 9, 10) except the practicum control group, type B, for whom there is no change. Figure 8 presents this information graphically.

Table 11 presents summary of the analysis of variance of the Interview Rating Scale for the practicum groups. The interaction is significant (line 10), but inspection of the tests of the simple main effects (lines 3, 4, 7, 8 and 9) and of Figure 9 does not give clear support of the hypothesis. The experimental group is lower than the other groups on both occasions and shows no change. The practicum control group, type B, shows a negative change. Only the practicum control group, type A, shows a gain.

The analysis of variance results for the Squires Empathy Test are reported in Table 12. Change does take place (line 3) but the interaction _F_ ration (line 4) is too small to support the hypothesis that change is related to the special training technique.

Because it was not possible to collect a sufficient amount of data on the Accuracy of Prediction Index for the control groups, no comparison could be made with the experimental practicum group's performance on this variable. It is retained as a dependent variable, together with the Interview Rating Scale of Empathic Behavior, because they are unlikely to be affected by practice or memory effects upon readministration. Reports of the simple analysis of variance appear in Table 13. Change does take place -- but, lacking a control group for reference, it is not possible to attribute this change to the experimental variable of the film training.

---

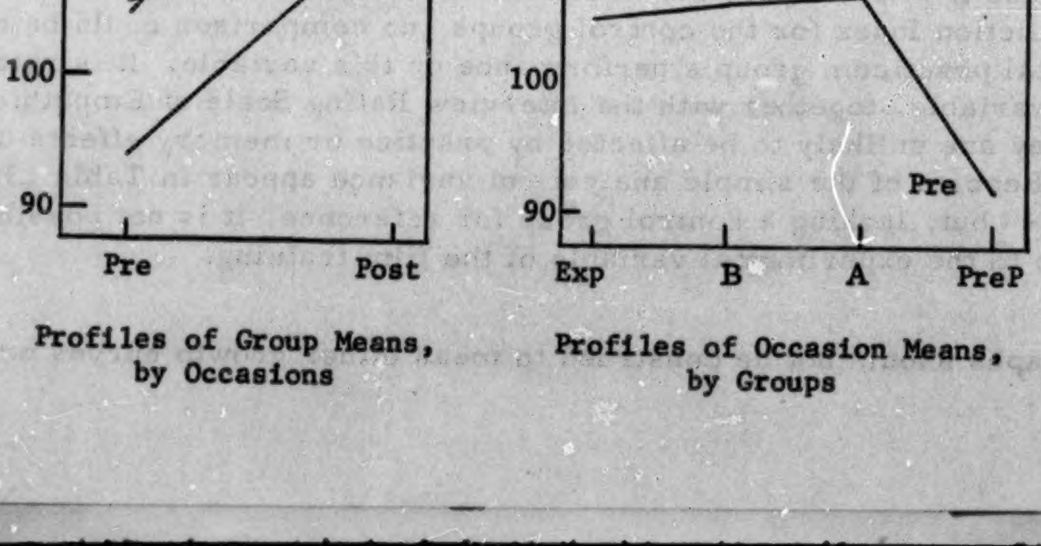
* These graphs should not be construed to mean either growth curves or learning curves.

Table 9. Analysis of Variance of the Effects of Different Counselor Training Techniques on Change in Empathic Ability as Measured by the Film Test-Part II-Free Response.

Source of Variation	SS	df	MS	F	p
Between Subjects	65811.17				
(1) A (Training Groups)	1476.425	3	492.142	--*	
(2) Subjects within Groups	64334.745	105	612.712		
(3) A at b_1 (Training Groups, Pre)	2884.704	3	961.568	2.55	
(4) A at b_2 (Training Groups, Post)	4507.317	3	1502.439	3.99	<.01
(5) Within Cells	79071.723	210	376.532		
Within Subjects	29940.5				
(6) B (Change)	9287.927	1	9287.927	65.708	<.001
(7) B at a_1 (Change, Experimental Practicum Group)	6721.333	1	6721.333	45.55	<.001
(8) B at a_2 (Change, Practicum Control B)	417.79	1	417.79	2.96	
(9) B at a_3 (Change, Practicum Control A)	540.225	1	540.225	3.82	
(10) B at a_4 (Change, Prepracticum Control)	7524.174	1	7524.174	53.23	<.001
(11) Interaction AB (Change x Training Groups)	5915.595	3	1971.865	13.95	<.01
(12) B x Subjects within Groups	14736.978	105	141.352		

*F <1.0

Fig. 7. Profiles of Means, Film Test - Part II



Profiles of Group Means, by Occasions

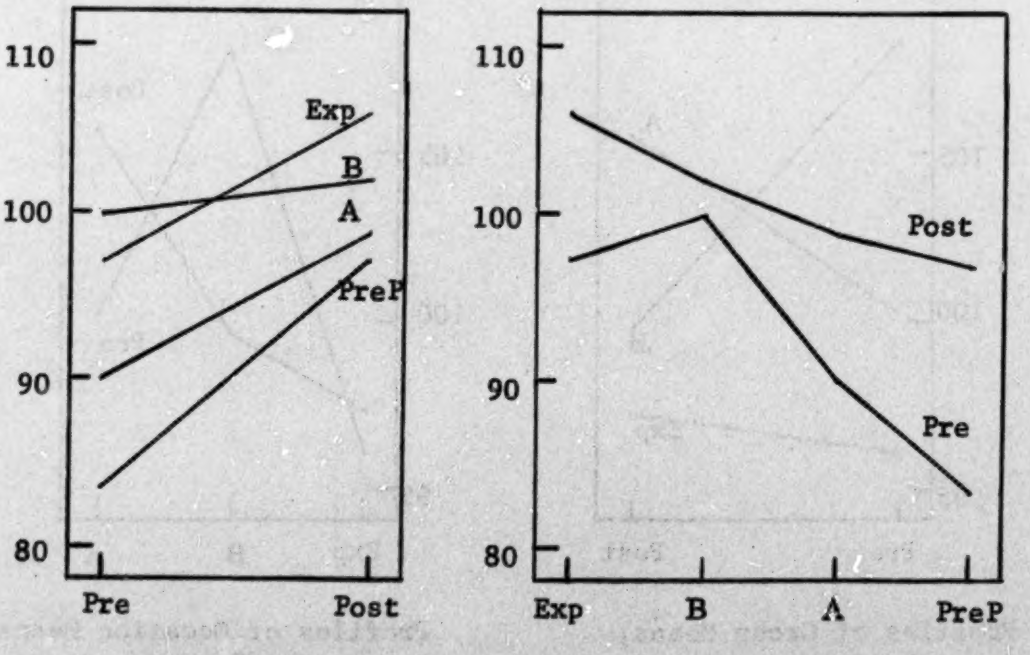
Profiles of Occasion Means, by Groups

Table 10. Analysis of Variance of the Effects of Different Counselor Training Techniques on Change in Empathic Ability as Measured by the Film Test-Part III-Structured Response.

Source of Variation	SS	df	MS	F	p
Between Subjects	53234.673				
(1) A (Training Groups)	9392.822	3	3130.941	11.926	<.001
(2) Subjects within Groups	43841.851	167	262.526		
(3) A at b_1 (Training Groups, Pre)	7632.735	3	2544.245	15.258	<.001
(4) A at b_2 (Training Groups, Post)	2863.902	3	954.634	5.725	<.05
(5) Within Cells	55692.462	334	166.744		
Within Subjects	21365.				
(6) B (Change)	8410.574	1	8410.574	118.522	<.001
(7) B at a_1 (Change, Experimental Practicum Group)	1721.655	1	1721.655	24.262	<.001
(8) B at a_2 (Change, Practicum Control B)	48.02	1	48.02	--*	
(9) B at a_3 (Change, Practicum Control A)	2199.61	1	2199.61	30.997	<.001
(10) B at a_4 (Change, Prepracticum Control)	5545.104	1	5545.104	78.142	<.001
(11) Interaction AB (Change x Training Group)	1103.815	3	367.938	5.185	<.01
(12) B x Subjects within Groups	11850.611	167	70.962		

*F <1.0

Fig. 8. Profiles of Means, Film Test - Part III



Profiles of Group Means, by Occasions

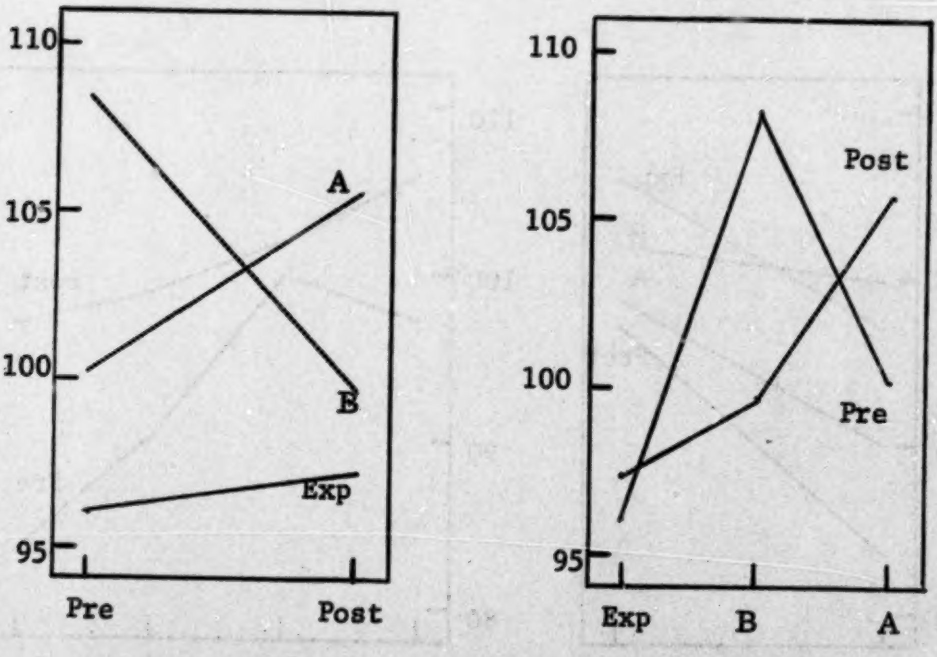
Profiles of Occasion Means, by Groups

Table 11. Analysis of Variance of the Effects of Different Counselor Training Techniques on Change in Empathic Ability as Measured by the Interview Rating Scale of Empathic Behavior.

Source of Variation	SS	df	MS	F	p
Between Subjects	36362.242				
(1) A (Training Groups)	2245.898	2	1122.949	3.028	
(2) Subjects within Groups	34116.344	92	370.83		
(3) A at b_1 (Training Groups, Pre)	2664.462	2	1332.231	4.364	$<.05$
(4) A at b_2 (Training Groups, Post)	2274.925	2	1137.463	3.726	$<.05$
(5) Within Cells	56167.517	184	305.258		
Within Subjects	23784.5				
(6) B (Change)	39.837	1	39.837	--*	
(7) B at a_1 (Change, Experimental Practicum Group)	15.429	1	15.429	--*	
(8) B at a_2 (Change, Practicum Control B)	1372.88	1	1372.88	5.728	$<.05$
(9) B at a_3 (Change, Practicum Control A)	345.018	1	345.018	1.439	
(10) Interaction AB (Change x Training Group)	1693.490	2	846.745	3.533	$<.05$
(11) B x Subjects within Groups	22051.173	92	239.687		

* F <1.0

Fig. 9. Profiles of Means, Rating Scale of Empathic Behavior



Profiles of Group Means, by Occasions

Profiles of Occasion Means, by Groups

Table 12. Analysis of Variance of the Effects of Different Counselor Training Techniques on Change in Empathic Ability as Measured by the Squires Empathy Test.

Source of Variation	SS	df	MS	F	p
Between Subjects	1119.277				
(1) A (Training Groups)	22.155	1	22.155	1.272	
(2) Subjects within Groups	1097.122	63	17.414		
Within Subjects	885.5				
(3) B (Change)	66.531	1	66.531	5.13	$<.05$
(4) Interaction A x B (Training Groups x Change)	1.969	1	1.969	--*	
(5) B x Subjects within Groups	817.	63	12.968		

* $F < 1.0$

Table 13. Analysis of Variance of the Effects of Training on Change in Empathic Ability as Measured by the Accuracy of Prediction Index.

Source of Variation	SS	df	MS	F	p
Between Subjects	9393.771	29			
Within Subjects	9792.875	30			
Change	1712.004	1	1712.004	6.144	$<.05$
Residual	8080.871	29	278.651		

The change hypothesis is supported on two of the dependent variables : the Silent Set and Free Response portions of the Film Test. No change is demonstrated for the experimental group on the Interview Rating Scale of Empathic Behavior and the results are inconclusive for the other variables. The differences between groups on the Structured Response, which may be due to the influence of the different training techniques, is masked by the differences between groups which existed on the pre occasion. Change effects are demonstrated on the Squires Test and the Accuracy of Prediction Index but they cannot be said to be a result of the experimental training technique.

Relationship Hypothesis

At the outset of this study two relationship hypothesis were stated:

1. Significant differences exist between conceptual and functional components of empathic ability.
2. Significant interaction exists between the amount of training and the functional and conceptual components of empathy.

Table 14 reports the correlations of the empathy variables. Table 15 reports the correlations of the empathy variables as represented by the Film Test for various training groups. Neither of the two hypotheses is confirmed with any degree of confidence. However, certain relationships emerge from the tables:

1. There is no correlation between the Squires Empathy Test and the other empathy variables. The only exception exists in the statistically significant relationships between the Squires Empathy Test and the Interview Rating Scale of Empathic Behavior for the control and experimental groups on the post occasion.

2. There is no correlation between the Silent Set and the other empathy variables. Two exceptions occur to this conclusion: There is a significant correlation between the Silent Set and the Structured Response on the pre occasion only for the experimental group. However, there is no correlation on the post occasion. There is also a significantly negative correlation in the post occasion between the Silent Set and the Interview Rating Scale of Empathic Behavior.

3. There is a significant correlation between the Free Response and the Structured Response. The magnitude of these correlations increases on the post occasion. There is a highly significant negative correlation between the Accuracy of Prediction Index on the post occasion and the Free Response. There is also a significant statistical correlation between the Interview Rating Scale of Empathic Behavior and the Free Response on the post occasion for the control group.

4. There is no statistically significant correlation between the Structured Response and the other empathy variables for any group.

5. There is no statistically significant correlation between the Interview Rating Scale of Empathic Behavior and the empathy variables for any group on the pre occasion. On the post occasion, there is a statistically positive correlation between the Interview Rating Scale of Empathic Behavior and the Squires Empathy Test for the experimental group; the Free Response for the control group; and a significantly negative correlation for the Silent Set by the control group.

Table 14. Correlations of Empathy Variables for All Groups.
(EP=Experimental Practicum, ECP=Experimental and Control-Practicum, CP=Control Practicum).

	Pre Sq 1	Pre SS 2	Pre FR 3	Pre SR 4	Pre IRS 5	Pre API 6	Post Sq 1	Post SS 2	Post FR 3	Post SR 4	Post IRS 5	Post API 6
1. Squires Test (Sq)												
EP		N=41	N=30	N=41	N=35	N=23		N=39	N=18	N=40	N=35	N=23
		-04	-27	-04	-01	-32		-09	-04	-11	34*	13
ECP		N=67	N=53	N=67	N=55			N=57	N=33	N=58	N=51	
		04	-13	-03	-01			-03	01	-11	27*	
CP		N=26	N=23	N=26	N=20			N=18	N=15	N=18	N=16	
		24	16	-01	07			17	08	-05	17	
2. Silent Set (SS)												
EP			N=33	N=45	N=37	N=25			N=20	N=43	N=37	N=25
			11	30*	00	02			-06	00	06	17
ECP			N=78	N=98	N=83				N=35	N=89	N=55	
			-01	12	-03				-07	07	09	
CP			N=45	N=53	N=46				N=35	N=46	N=43	
			-11	-05	-09				-29	-02	-34*	
3. Free Response (FR)												
EP				N=33	N=28	N=18				N=20	N=18	N=11
				43*	23	-25				45*	-19	-78***
ECP				N=82	N=70					N=59	N=55	
				33**	21					64***	09	
CP				N=49	N=42					N=39	N=37	
				21	15					65***	32*	
4. Structured Response (SR)												
EP					N=38	N=26					N=37	N=25
					-04	-25					07	-33
ECP					N=88						N=85	
					06						-04	
CP					N=50						N=48	
					22						-03	
5. Interview Rating Scale (IRS)												
EP						N=28						N=28
						23						16
6. Accuracy of Prediction Index (API)												

Levels of Significance: * $<.05$, ** $<.01$, *** $<.001$

6. The Accuracy of Prediction Index correlates either negatively, or not at all, with the other variables for the experimental group.

The second relationship hypothesis is partially confirmed in that more relationships--positive or negative--seem to exist after practicum training than before.

The difference between conceptual empathy and functional empathy, as examined between different training groups' performance on the Film Test, does not support the second hypothesis; however, certain differences in relationships exist between training groups. These differences are reported in Table 15. From this table we conclude that:

1. There is a significant correlation between the Free Response and the Structured Response on the pre and post occasions. In general, the magnitude of the correlations increases from pre to post occasions.

2. There is no correlation between the Silent Set (Part I) and Parts II and III on the pre and post occasions.

Table 15. Correlations of Parts of Film Test.

GROUPS	Silent Set—— Free Response Part I—— Part II r	 N	Silent Set—— Struct. Resp. Part I —— Part III r	 N	Free Resp.—— Struct. Resp. Part II —— Part III r	 N
Total Sample						
Pre	13	174	02	295	58***	176
Post	02	100	14	154	66***	102
Experimental Practicum						
Pre	11	33	30**	45	43**	33
Post	-06	20	00	43	45*	20
Control Practicum Type A						
Pre	05	20	-13	25	47**	24
Post	32	17	13	25	78***	20
Control Practicum Type B						
Pre	-25	25	08	28	-14	25
Post	-75***	18	-23	21	57**	19
Pre-Practicum						
Pre	21	62	-07	81	62***	60
Post	08	45	14	65	68***	43
+ Experienced Counselors						
Group I	22	15	03	15	56*	15
Group II	-29	19	31	21	35	19
‡+ Non-Guidance						
Introduction to Guidance	15	24				
Administration	-24	22				

+ Given on pre occasion only.
++ Only Parts I and III administered.
* $<.05$ Level of Significance.
** $<.01$ Level of Significance.
*** $<.001$ Level of Significance.

CHAPTER IV. DISCUSSION

With low reliabilities on some of the empathy variables, with conclusive confirmation of one hypothesis and partial confirmation of the other hypotheses, we now can speculate about the meaning of the results presented in the previous chapter: What does the Film Test test? Is it a useful instrument for counselor selection? Does it assess counselor competencies? Are our earlier contentions about different psychological processes and mechanisms, which presumably contribute to empathy, justified? Is empathy a unitary trait?

To which factors can we attribute change? What is the relationship of different types of training to each other? What is the relationship between a training technique and a training experience? What does closed circuit television contribute to counselor training and assessment? How can problems of control be solved in research that is carried on in an actual work setting? How can training experiences be controlled? What have we learned about the development of rating systems and rater behavior? When is the best time to evaluate training outcomes when the learning of such complex counseling skills as empathic responsiveness are involved? In this discussion, some tentative answers to these questions will be presented.

Group Differences

The most conclusive statements can be made about the Film Test. Performance on the Film Test differentiates significantly between levels of training and experience in guidance and nonguidance groups. More specifically, it seems to assess knowledge and understanding of the counseling process.

The best trained and most experienced guidance workers who possess a greater knowledge and more experience do better on the Film Test than those who are less well trained and experienced. More specifically, the Film Test differentiates between those people who recognize affect and conflict of a client and those who do not. Training and experience in guidance seem to increase the accuracy of these perceptions.

The Film Test differentiates between those who can respond empathically and those who cannot when a global measure of confluence is used. Training and experience have an effect on this capacity to make a confluent response to a standardized client. The Film Test, furthermore, differentiates between those who can recognize and select a confluent response and those who cannot. Training and experience increase the accuracy of recognition of confluent responses.

The Rating Scale of Confluence and the scoring categories of the Structured Response Test were based on the same assumptions. The assumptions were that a continuum exists between situation-orientedness and counselee-orientedness. Counselee-orientedness is by definition empathic since it requires the ability to put oneself in another's place. By the same definition, situation-orientedness is nonempathic since the primary consideration is the situation and not the person. Perhaps it is the similarity of assumptions that accounts for the statistically significant relationship of the Free Response to the Structured Response parts of the Film Test.

At the outset of the study, the Structured Response part of the Film Test was to be a measure of conceptual empathy and the Free Response part was intended as a test of functional empathy. On the Interview Rating Scale of Empathic Behavior, the dimensions of Tone and Pace were to be measures of functional empathy while Strategy, Frame of Reference and Repertoire of Leads were to be measures of conceptual empathy. The Squires Empathy Test and the Silent Set part of the Film Test were considered to be conceptual variables of empathy while the Accuracy of Prediction Index was considered to be a functional variable.

Conceptual does not require previous knowledge of the counselee. All that is required of the subject is: general knowledge or principles of counseling - as in the case of the Structured Response; general recognition of affect and feeling - as in the Squires Empathy Test; and accurate assessment of feeling and affect - as in the Silent Set.

Functional, on the other hand, requires either knowledge of the client - as in the Interview Rating Scale; or the prediction of the client's self and ideal concepts of himself - as in the Accuracy of Prediction Index.

Conceptual is a more structured, predetermined, a priori evaluation of the counselor's empathic potential. Functional involves a more ad hoc evaulation of a counselor's empathic ability. Our hypothesis of differences between conceptual and functional, as originally defined, was not confirmed.

The distinction between conceptual and functional that was hypothesized may be an artificial and nonexistent distinction, and it may be more appropriate to differentiate between two factors, namely: understanding of the counselee and understanding of counseling principles.

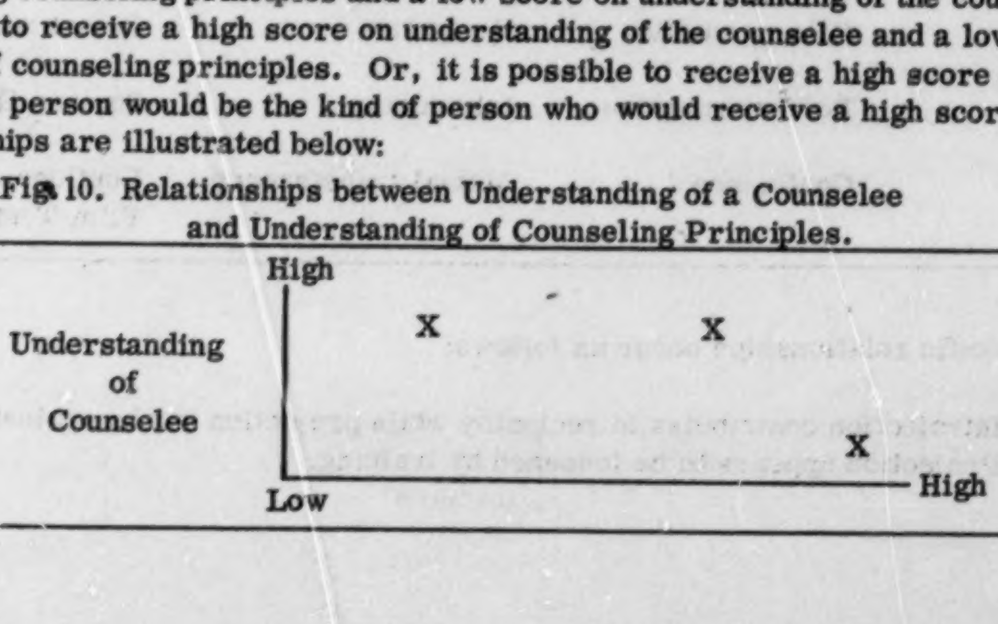
A proposition for further study emerges which might be stated as follows: Empathic Responsiveness is based on understanding of counseling principles and understanding of the counselee. Two corrolaries to this proposition can also be stated:

1. Understanding of counseling principles alone does not in and of itself guarantee empathic responsiveness.

2. Understanding of the counselee is more likely to guarantee empathic responsiveness.

With reference to the above generalization, it is possible for a person to receive a high score on understanding counseling principles and a low score on understanding of the counselee. It is also possible to receive a high score on understanding of the counselee and a low score on understanding of counseling principles. Or, it is possible to receive a high score on both. The ideally empathic person would be the kind of person who would receive a high score on both. These relationships are illustrated below:

Fig. 10. Relationships between Understanding of a Counselee and Understanding of Counseling Principles.



The Film Test is an instrument which asseses understanding of counseling techniques and principles; accuracy of perception of affect; accuracy of recognizing confluent responses; and the ability to make confluent responses. These are learned abilities. Therefore, use of the Film Test seems to provide an effective measure of counselor growth in training. These conclusions pertain to all three parts of the Film Test.

It is possible, however, to use only two parts of the Film Test for these purposes. The Language Laboratory method, necessary for the Free Response, is a cumbersome method. Much valuable data was lost due to equipment failure. The lack of uniformity in installation presented another problem in the use of the language laboratories. In two instances, we had to forego testing criterion groups because the installations were insufficient. It was difficult to write a comprehensive set of specifications to accommodate to various installations. In view of these difficulties and in view of the significant correlations between the Free Response and the Structured Response, only two parts of the Film Test may be used. The administration of the Film Test with only these two parts requires merely the film, a projector and an answer sheet. Scoring systems for both the Silent Set and the Structured Response tests are now developed with some degree of precision. With further item analysis, the scoring procedure could be made even more precise.

The Free Response Part does have a distinct value, however, which neither the Structured Response nor the Silent Set Parts can give. It gives an indication of style of responsiveness. Counselor responses to counselees have been investigated and classified by men like Porter (1950), Robinson (1950), Rogers (1951), Hoffman (1959) and others. In these investigations, responses of many different counselors to many different counselees were considered and a concept of style or role was developed. The counselor responses to the Free Response Part make it possible to study and classify responses when the counselee does not vary. Buchheimer (1959, 1964) has developed such a classification system.

Relationships

The more general question of relationships of the empathy variables is beclouded by the low reliabilities and small sample size due to attrition. But certain generalizations can be stated tentatively. In Chapter I we presented a chart of relationships which is repeated here:

Chart I. Theoretical Models, Metaphors, Mechanisms and Tests of Empathy.

Model of Empathy	Theoretical Metaphor	Psychological Mechanism	Test of Empathy
Predictive	Role-prediction	Projection	Q sort matching
Aesthetic	Role-assumption	Introjection	Squires Empathy Test
Recipathic	Confluence	Mutual transference	Confluence Rating Scale Film Test Rating Scales

The more specific relationships occur as follows:

1. Introjection contributes to recipathy while projection works against it.
2. Projection appears to be lessened by training.

3. Role-assumption seems to be more closely related to confluence than role-prediction. This is illustrated by the significant correlation between the Squires Empathy Test and the Confluence Rating Scale at the end of the practicum training, and the negative correlation between the Accuracy of Prediction and the Interview Rating Scale on the Free Response part of the Film Test.

4. Cognitive accuracy is not related to confluence.

5. While it is logically assumed that accuracy of perception is a necessary condition to empathy, it does not guarantee it.

6. Confluence as observed globally through the two parts of the Film Test is different from confluence as observed on the Interview Rating Scale of Empathic Behavior.

7. It may be that the Parts II and III of the Film Test measure convergence but not confluence.

8. To satisfy the condition of confluence, the counselee must respond before the counselor's lead can be evaluated as being empathic or nonempathic, confluent or nonconfluent.

9. If this is so, then the condition of convergence, logically necessary before confluence can occur, does not guarantee confluence.

10. In order for confluence to occur, there appears to be a progression leading from cognitive accuracy to convergence to confluence.

11. As predictive accuracy increases, confluence decreases.

This last generalization leads us to the much stated conflict between diagnosis and counseling as treatment. It seems to confirm the contention that the diagnostician cannot treat. It also seems to suggest that the diagnostic process is nonempathic and that in order to diagnose, one had better not put himself in another's place.

The above generalizations are highly tentative; but there is some support for all of them on the correlation tables reported in the preceding chapter. All the variables need to be restudied and further standardization procedures are necessary.

Change .

There are at least four different factors effecting whatever significant change had occurred in the different groups. We controlled for only one of these. Therefore, this discussion is speculative.

The first treatment effect we may tentatively call a Lecture-Discussion-Demonstration Effect. This is the typical teaching approach in the Techniques of Counseling Courses. The emphasis is on acquisition of knowledge of the counseling process. This LDD Effect appears to be responsible for the significant change on the Film Test performance by the prepracticum groups.

The next effect responsible for change may be called the Exercise Effect or E Effect. This treatment effect seems to be responsible for the changes on the Film Test by the experimental group. The skeptical reader may say that this exercise factor simply trained the respondent for greater proficiency in responding to a standard counselee. In the most literal sense, these results can be interpreted only in this way and any further interpretation would be going "beyond the data". So be it! However, we do have observations by the supervisors of the students as well as by the students themselves which permit us to go beyond these most conservative interpretations of our E effect. These supervisors' observations and students' reactions will be reported later in this chapter.

A third effect is the Practicum Effect or P effect which seems to have effected change on the Squires Test for one control, the Accuracy of Prediction Index for the experimental group, and the Interview Rating Scale of Empathic Behavior for another control. Behavior for this P effect combines the LDD effect with intensive supervision of active counseling case work.

A fourth effect appears to be a School Effect or S effect accounting for the negative change on the Interview Rating Scale of Empathic Behavior by one of the control groups. This was the control group that conducted primarily a Type B practicum, a practicum where counseling was done in the school. In this type of practicum, least control is exercised over counselee selection and the conditions under which the counseling interview takes place. At the same time, the counselor knows the counselee better at the outset of counseling. In the Type A practicum, the counselor and the counselee are total strangers.

The control B practicum started out with the highest scores on the pre-rating occasion, reflecting an easier, less strained, more familiar relationship because the counselor and counselee were not strangers. On the post-rating occasion, this group ended with the lowest score on the Interview Rating Scale of Empathic Behavior of any of the practicum groups. Since the supervisory emphasis and procedure were similar in all three practicums, a logical conclusion may be drawn that the school environment compared with the laboratory environment made the startling difference in performance from pre to post occasions of this control group.

Within this hypothesized School Effect, another more specific effect may also be operating. This is a Termination Effect. Although the tapes of the Type B practicum were collected at the same time in the training procedure as the Control A and Experimental Control, they represented penultimate interviews, interviews immediately prior to the terminal interview. From previous analyses of the Interview Rating Scale of Empathic Behavior, we learned that the terminal interview was not a good one to use because of this termination effect. The counselor seems to step out of the role of empathiser and become a predictor. He tends to inform and advise in order to let the counselee know his, the counselor's, thinking. Within the school, "termination" may even be more difficult than within the laboratory. In the school, the counselor needs to cut the emotional bonds clearly. He needs to create a psychological distance in the face of physical and geographical closeness of the counselee. In the laboratory, however, the counselor can maintain the psychological closeness even though he may never see the counselee again.

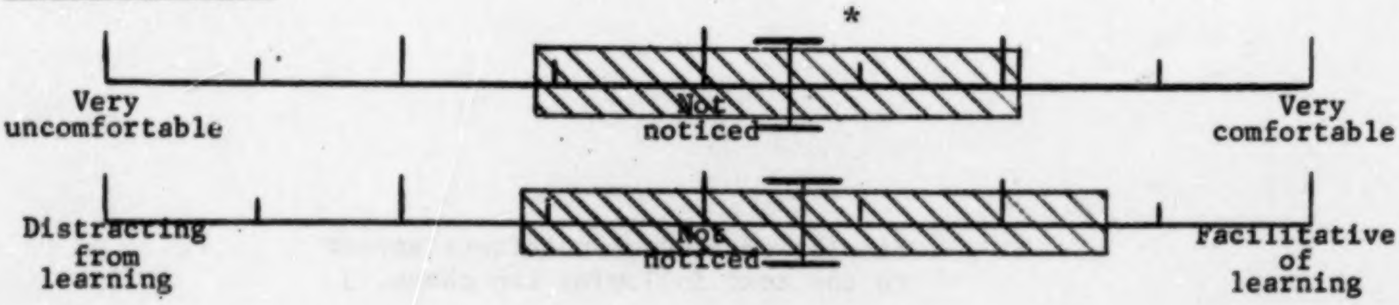
It is with regret that we cannot report statistically significant effects on all of the empathy variables due to the one procedure for which we had controls. The above effects are hypothetical and suggestive for further exploration. The only confident statement that can be made about change is that the Exercise procedure had a statistically significant effect on the Film Test performance. The students learned to respond better on the Film Test having had the experience with the film exercises. We believe that the counselor may need a longer time to incorporate the Practicum effect and the Exercise effect into his counseling behavior pattern.

This, however, is only a partial story. We obtained testimony from the trainees about their reactions to the film exercises. Supervisors made more or less systematic observations during the course of the exercises. At the end of the training sequence, the students were asked to respond anonymously to a questionnaire as reproduced in Chart VII. Superimposed on the chart are the means and standard deviations of the student responses.

Chart VII. A Questionnaire Evaluation of the Film Exercise Procedure.

In this brief questionnaire, we would appreciate hearing your reactions to the film exercises this semester. Below are a series of rating scales evaluating different aspects of the training experience. Please place a circle around the point on each scale which indicates your reaction to each rated aspect. Below each scale is a space for comments if you wish to explain or elaborate your reactions.

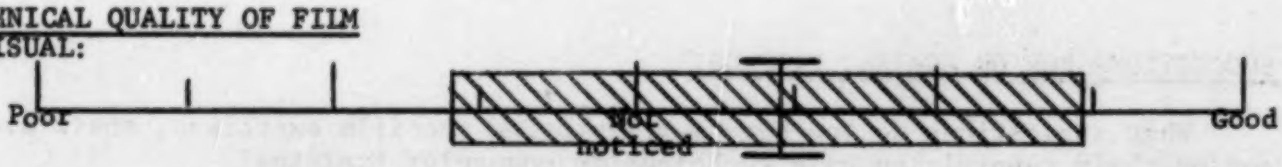
PHYSICAL SETTING



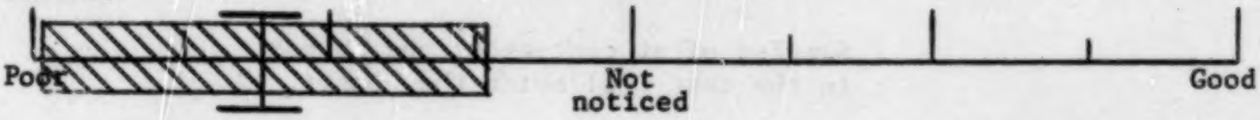
Comments:

TECHNICAL QUALITY OF FILM

VISUAL:



AUDITORY:



Comments:

FILM CONTENT

Please state your reactions to the film exercises as a technique in counselor training and relate it to your development as a counselor.

(Samples of student
reactions appear in the text following the chart.)

* I indicates the mean student response
▨ " ± 1 standard deviation

Chart VII. (Continued)

FILM EXERCISE SUPERVISION

Please state your reactions to the supervision of the film exercises. Feel free to give specific incidents tah have facilitated or inhibited your development as a counselor.

(Samples of student reactions appear in the text following the chart.)

SUGGESTIONS FOR OR AGAINST FILM USE

What suggestions do you have for improving the film exercises, their use, and/or their supervision as a technique in counselor training?

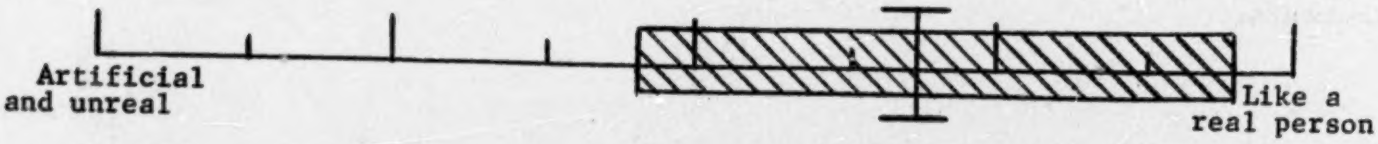
(Samples of student reactions appear in the text following the chart.)

Chart VII. (Continued)

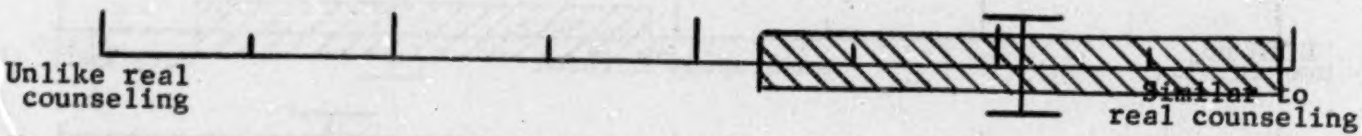
Please place a circle around the point on each scale which indicates your reaction to each rated aspect. Below each scale is a space for comments if you wish to explain or elaborate on your reactions.

FILM TECHNIQUE

SIMULATION:



CONTENT:

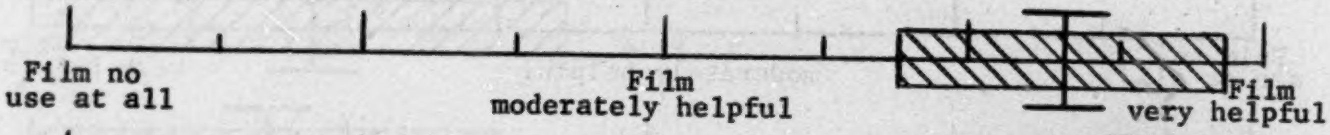


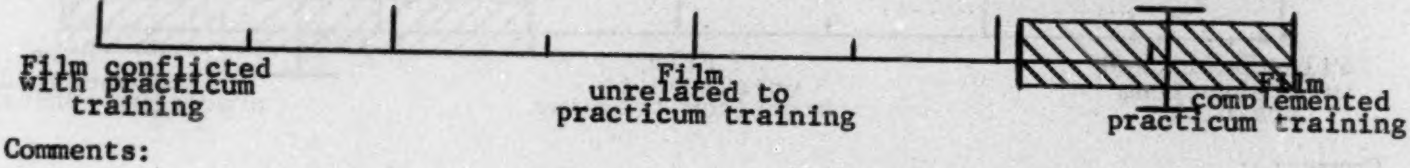
Comments:

DEVELOPMENT AS A COUNSELOR

Apart from the practicum experience, to what extent have the film exercises contributed to the following?

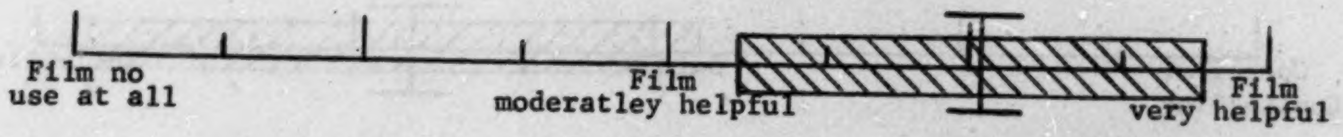
INCREASED IDENTIFICATION OF COUNSELEE'S FEELING:

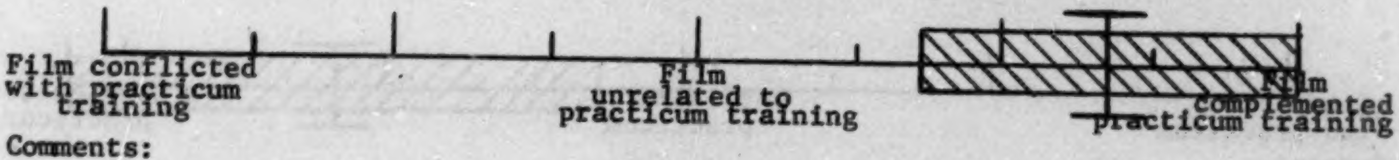




Comments:

INCREASED ABILITY TO RESPOND APPROPRIATELY TO COUNSELEE:

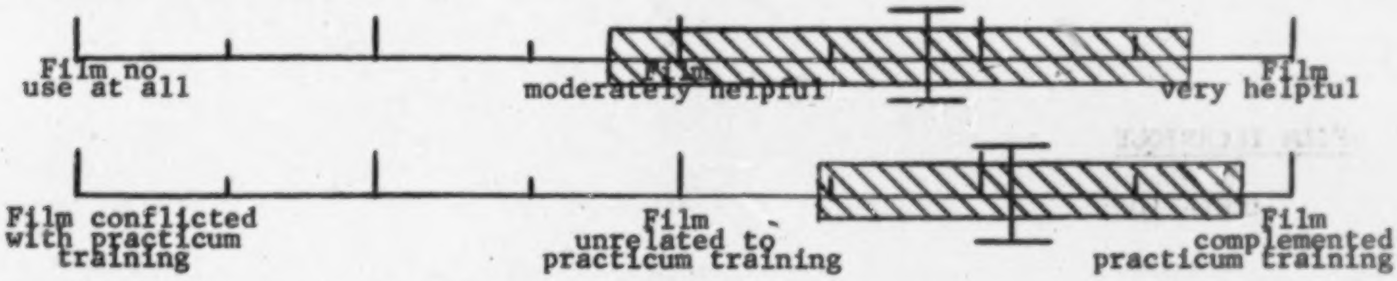




Comments:

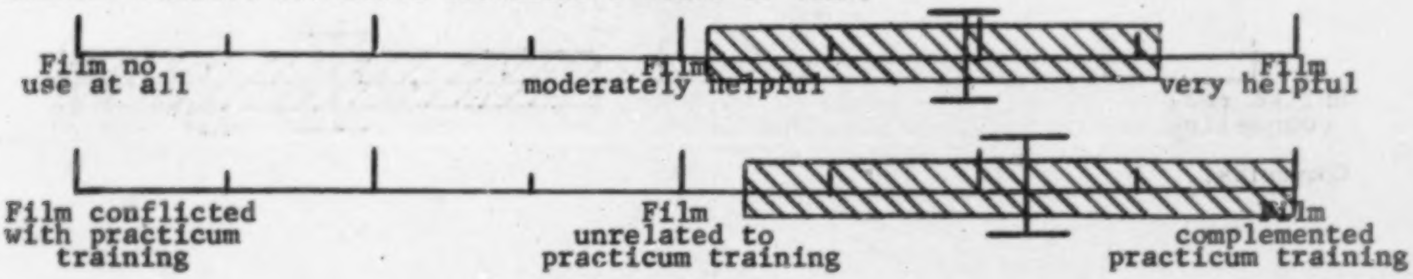
Chart VII. (Continued)

INCREASED REPERTOIRE OF LEADS:



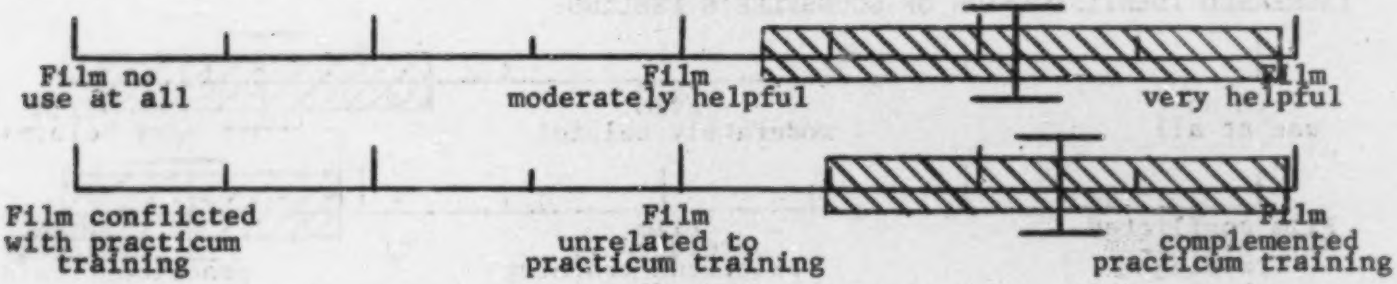
Comments:

INCREASED ABILITY TO ACCEPT COUNSELEE'S POINT OF VIEW:



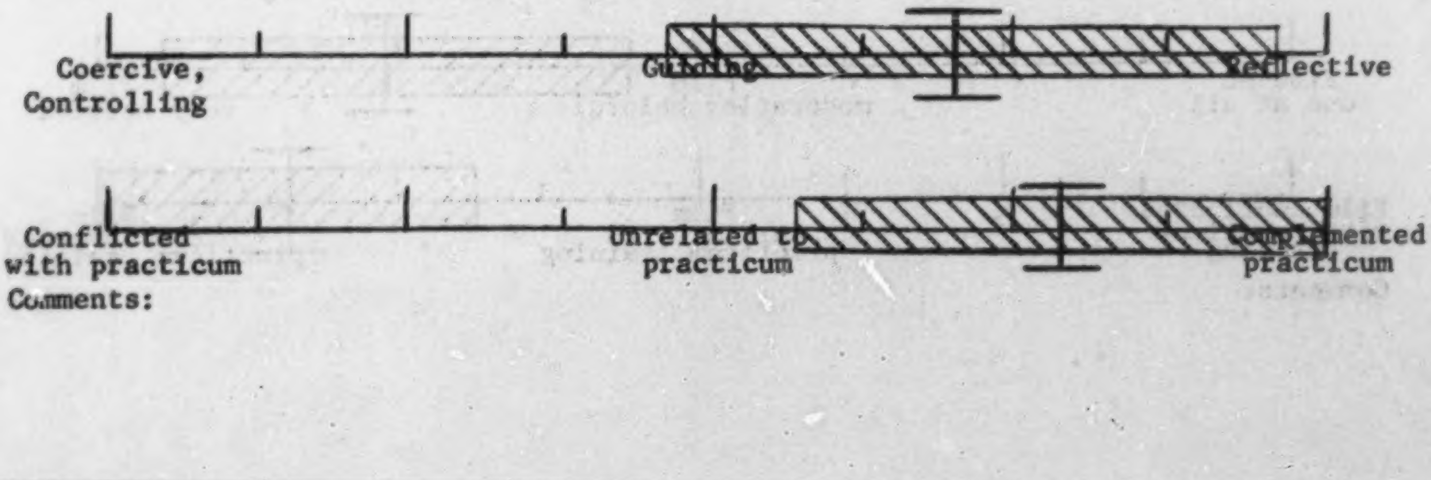
Comments:

INCREASED ABILITY TO REVISE PICTURE OF THE COUNSELEE:



Comments:

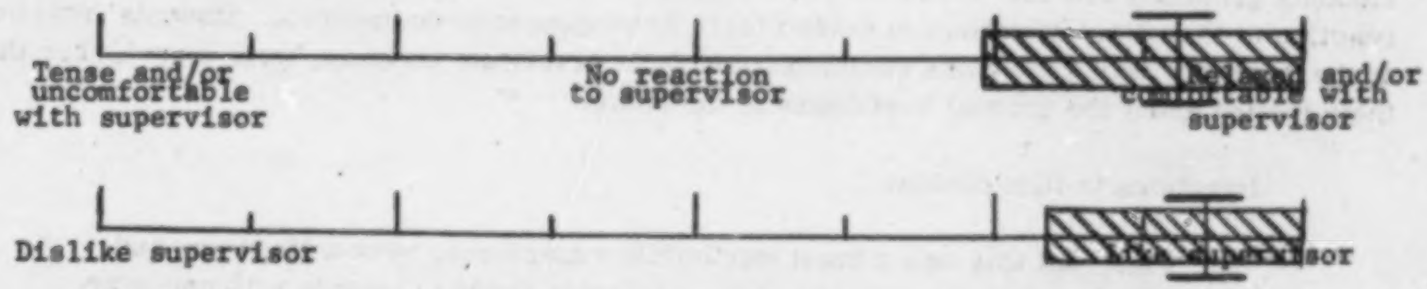
SUPERVISORY BEHAVIOR DURING FILM EXERCISES



Comments:

Chart VII. (Continued)

REACTION TO SUPERVISOR



Comments:

(This scale is tentative and confidential - for research purposes only)

Student Reactions to Film Exercises

The student reactions to the film exercises were in general highly positive with some dissenting comments. A series of rating scales evaluating different aspects of the exercises provided opportunity for comments by the students. The first four rating scales dealt with the physical aspects of the viewing environment and with the technical quality of the films. The students generally felt that the films were similar to real counseling. There was a favorable reaction to the films' contribution toward their development as counselors. Students' reactions, to the degree to which the films complemented their practicum training, were even higher than their feeling about the general usefulness of the films.

Reactions to film content:

> "I felt that this was a most worthwhile experience, even a lingering and haunting one, in that the image of the counselee tends to remain with one over the weeks, and one finds oneself thinking of ways of responding and meanings of statements made in the film".
>
> "In my development as a counselor, I think that the most marked change has been in the area of attention to facial expression and gestures as a means of understanding feeling. The film selections were quite dramatic in this respect".
>
> "I found the exercises to be a real interesting, exciting, and stimulating experience. In my own case I found myself sorting and storing material, and reflecting and restating questions and comments".
>
> "I have seen films of Carl Rogers in action ... I felt I learned much more from watching Rogers and discussing his techniques than from the 'stops and starts' technique employed".

Reactions to simulation:

> "I really felt close to the counselee - very much a part of the situation".
>
> "You have time to think of what you would say next whenever the film stops. In real counseling this does not happen."
>
> "Extremely helpful. Much more to be gained as an outside party listening in than as a participant in the actual counseling relationship".
>
> "I just never got personally involved in the film exercises. It's just not the real thing".
>
> "The more films the better - helps in lab practicum counseling if counselor can make transfer consciously".
>
> "As against a typed transcript of an interview, the filmed interview is significantly superior. Tone of voice, facial expression, gestures and general deportment are all valuable cues".

Reactions to supervision:

> "After the first discomfort of feeling ineffectual, I felt the experience under supervision was welcome. It was possible, with the suggestions of the supervisor to think through the feeling content and to make the appropriate response".
>
> "The supervision was of great help in encouraging me to use my own judgment in evaluating what was taking place in the counseling process... The supervisor helped me to think on two levels and to be aware not only of the content of what was being said but also the feeling tone of the counselee".

Supervisor Observations of Trainee Behavior and Progress during Film Exercises

The trainees were observed by the supervisors to fall into three different categories:

1. Students who entered with an optimal set for the film exercise experience, and who appeared to be highly empathic.
2. Students (the largest group) who showed real progress throughout the exercises.
3. Students who seemed to show no progress.

The Optimal Group:

These students seemed to be initially relaxed by the experimental approach; they appeared to have little anxiety about the procedure; and their attitude toward the exercises was frankly experimental. They tended to have independence of judgment; were willing to make inferences and were not too concerned with the rightness or wrongness of their inferences. They seemed to know and understand; they could modify their behavior without consequences or censure from the supervisor. They were spontaneous in their approach to the children in the film and seemed to enjoy them as people and as individuals.

They were reflective in their own attitude and in their counseling style. They were neither threatened nor judgmental about the material that the films presented or that the supervisors presented.

They were able to make inferences about the children very early in the film sequence. Usually, these inferences were accurate; yet, at the same time, they were able to hold them in abeyance until they were evaluated by the actual film content or the supervisor. They were receptive to the experience and could accept it with or without the structure that the supervisor gave to it.

In summary, these people could be described as spontaneous, objective, adaptable, free from anxiety, and with an experimental outlook. At the end of their training experience, they retained these qualities. They seemed to have gained an understanding of the counseling process and a responsiveness to it. They were willing to take risks, at the same time being aware of and comfortable with the safety provided by the training experience. They gained in awareness of their own capacities and understanding of themselves. They were able to relate the simulated practicum experience to their actual training experience. At the end of their training, one had the feeling that they were no longer trainees but were willing and able to assume their complete professional role.

The Middle Group:

This was the group that showed the greatest variety in behavior. It may be best described as a group that started out the same as the "no-change" group and ended where the "optimal" group began. Its most characteristic feature was that the members soon lost their basically authoritarian attitudes and saw the supervisor as a collaborator and helper in the learning process. As the exercises progressed, the people in this group became less anxious and more accepting of the counselees and the counselors in the films. They became less dependent and less concerned about the evaluation and less fearful of experimenting with their own approaches to counseling.

Many of them came to recognize their premature expectations of change and their impatience with themselves as well as with the counselees. They became more relaxed and more secure in the inferences they were able to make. They needed less reassurance and tended to show more assertiveness and independence of judgment. They were more accurate in their perceptions; were able to anticipate the counselee better as time went on; were able to make more accurate inferences; and were able to communicate these inferences to the counselees in a more appropriate way. They were able to recall more accurately inferences made previously, and were able to make better integrations of meanings about themselves and the counselees.

The "No-Change" Group:

At the beginning of the training experience, these members responded to the situation in an anxious and authoritarian way. They were concerned with position and status; with distance from the supervisor as well as from the counselee. They asked for structure from the supervisor and were threatened when the supervisor was not giving structure to the experience. This need for structure reflected their dependency. They seemed frightened by the experience itself. Furthermore, they showed a good deal of general anxiety about the possibility of learning new ways of counseling.

Their approach to the entire experience was a search for safe rules and the right answers. They saw the experience as an intellectual exercise, very much the way a person would take a periodic examination. They wanted to demonstrate their knowledge but often made unwarranted generalizations and inferences that were psychodynamically incorrect. They often quarreled with the situation and demanded information that was not available. They remained anxious; felt they were guinea pigs; and saw themselves as being manipulated. They were unable to interpret the exercise as a personal learning experience.

In spite of continual assurance that the experience was totally nonevaluative, they tended to continue to express concern about evaluation and saw the supervisor as someone who was evaluating them. There was no change observed in their own behavior. Their attitude toward the children on the film was rejecting. They either felt that the children had no problem or that the problem expressed could not be dealt with in a school counseling context. They expressed much criticism of the counselor in the films and were usually strongly negative in their comments.

In summary, changes in trainee behavior were noted by the supervisors in the following areas as the film exercises progressed:

Greater sensitivity to the verbal and nonverbal film content; to the nonverbal counselee and counselor expressiveness and interaction.

Enlargement and differentiation of perceptions of the counselee and the counseling interaction.

Greater recognition of complexity in counseling.

Greater ad hoc acceptance of the counselee.

Movement away from diagnosis and evaluative approaches to counseling.

Gain in accuracy of assessing counselor behavior.

Gain in ability to infer the dynamics operating within the counselor.

Supervisors observed initial differences in approaches of trainees to the film exercises; differences deemed by the supervisors to affect the observed growth:

Freedom to respond to a variety of cues.

Freedom from the need of on-the-spot problem-solving.

Capacity to carry on two different dialogues simultaneously--a supervisory and a counseling dialogue.

Spontaneity of reaction to any aspect of the interaction conveyed through the film exercises--verbal and nonverbal.

Spontaneity in self-expressiveness on the part of the trainee--verbal and nonverbal.

Capacity to synthesize differing aspects of counselee expressiveness.

Acceptance of counselee without necessarily approving of his behavior.

Acceptance of counselor though he might have behaved inappropriately.

These supervisors' observations were checked by full inspection of the data. High scorers on the Free Response part were identified as having earned a score of one standard deviation above the mean. It was found that these high scorers maintained their relative high position on the Free Response part on the post occasion. Consequently, the observations of the supervisors were confirmed. Scorers who were standard deviation below the mean or lower on the Free Response part were also placed in the "no-change" group by the supervisors. By and large, the supervisors' assessment agreed with performance on this part of the Film Test. Low scorers or high scorers did not change in their relative position on this part of the Film Test.

However, neither of these high or low groups maintained a similar position on the Interview Rating Scale of Empathic Behavior. The high scorers on the Free Response part of the Film Test were generally high on the Interview Rating Scale of Empathic Behavior. But the low scorers on Film Test - Part II were not necessarily low on this scale. Many of the low scorers on the Film Test, who were also rated low by the supervisors of the film exercises, fell into the mid-categories on the Interview Rating Scale of Empathic Behavior. Thus, an apparently nonempathic person (in a measure of empathic ability) may nevertheless master a certain amount of proficiency in counseling technique. On the other hand, a person judged highly empathic and placing high on one of the confluence measures is apt to show more proficiency in the interview.

Change as Reflected on the Rating Scale of Cognitive Accuracy and the Rating Scale of Confluence

Closer observation of change on these scales gives us an insight into some of the characteristics of the empathic person. Empathy has been described by David Stewart as "the capacity to communicate goodwill". He says that "without goodwill there is no empathy". He feels that goodwill is not objectively verifiable or measurable.

One way of inferring goodwill is through the Rating Scale of Cognitive Accuracy on the Silent Set. This part of the Film Test reflects a capacity to like people. For example:

Category 1 persons showed behavior condemning of the client or the counselor. They interpreted behavior as either defensive or mischievous. Often these people took exception with the procedure, the technical quality of the film, the actual setting of the counseling interview in the film.

Category 2 persons indicated an appreciation of feeling but usually projected this feeling negatively. Sometimes the projection was highly personal, unjustifiable or inappropriate in its description. In Category 2, a high degree of individualism was found but this individualism was negatively projected onto the client.

Category 3 persons were accurate in their perceptions of the situation, gave accurate description of what was occurring on the screen -- but did so without personal involvement. They can be best described as people who will not risk emotionality or venture into the feeling areas. They were diagnostically accurate. They appeared to be safe people whose effect on others is probably, at best, benign.

Category 4 persons were technically skillful counselors who knew how to relate, who understood relationships, who could interact with skill and effectiveness. However, they could not easily assume the role of another individual from the latter's point of view; yet, although unable to communicate that they were able to put themselves in his place, they were able to communicate their understanding of the client.

Category 5 persons showed a capacity for understanding and conveying a client's metaphor. They were able to establish some kind of appreciation and metaphor of the counselor as well as of the counselee and they were able to make statements that synthesize the interactions between counselor and counselee. There is a certain degree of communication skill required and a certain facility in expressiveness to communicate with another person in metaphoric terms. This is probably the artistic aspect of empathic responsiveness. Perhaps Categories 4 and 5 differentiate between the technician and the artist and Categories 3 and 4 differentiate the pedant from the technician.

Needless to say, the greatest number of people fell into Category 3. There were less people who fell into Category 1 than Category 5; more people in Category 4 than in Category 2. In general, changes occurred from the pre to post occasion in a positive direction. A relatively small number of students changed in the negative direction, toward Category 3 from the higher categories. There was something -- either in the exercises themselves or the general self-exploratory approach of a laboratory practicum supervision -- that tended to frighten some people causing them to retreat to safety.

Comparisons of cognitive accuracy ratings with confluence ratings indicate that the raters tended to compress the five-point rating scale into a three-point scale. There are few "5" ratings on the Rating Scale of Confluence. There appears to be some relationship between cognitive accuracy and confluence even though the statistical analysis does not support it.

The more empathic persons, rated consistently "3" or "4" on the confluence scale, were able to shift with the client as stimulus materials changed within the sequence of items. They were able to follow the counselee from his conflict over art and French to his concern at being at loose ends with himself, his loneliness within his home, and his concern at his momentary loss of words.

These counselors seemed to be more risk-taking and interpretative than the counselors rated in Category 2. However, some of the counselors rated in Category 1 also took risks and were interpretive -- but went in the wrong direction. For instance, when the counselee said that he felt he was not going anywhere, a counselor (rated "1") proceeded to convince the counselee that he was going somewhere in his school work. This attempt at reassurance was a kind of distorted inference-making based on the counselor's seeming inability to face her own anxiety aroused by the counselee's statement.

Counselors rated "1" and "2" tended to persist in dealing with topics from which the counselee had already moved. They also tended to favor certain themes of the counselee over others. These themes were usually related to what the counselee did rather than how he felt.

Counselors rated "2" on the Confluence Scale could sometimes be scored "4" on the Cognitive Accuracy Scale when they seemed to understand the intensity of the counselee's conflict or his expressed need to have meaning in his life but their means to express this understanding was clumsy or often included statements denying the importance of the need.

Counselors rated low on empathy (Categories 1 and 2 on the Confluence Scale) would respond to irrelevancies or would use cues from the counselee's statements in distorted ways. For example: Lacking something to say, the counselor resorted to small talk or social chatter. When the counselee expressed a feeling about sports, the counselor discussed the World Series scores. When the counselee indicated that he was at loose ends and lonely at home, the counselor suggested the acquisition of a pet for company.

The standard counselee's statements of loneliness commonly aroused anxiety in low empathic counselors and they would usually offer easy solutions to the counselee without any indication that they understood his feelings. Some examples: Why don't you join a club? Why don't you ask your mother about it? At other times, their anxiety provoked them to ask for information rather than to reflect feelings and meanings. Some examples: How often do you see your friends? Who cleans your room? When the counselee was at a loss for words, the counselor would close the interview: We'll talk some more next time. Would you like to come back and try again? These counselors displayed discomfort when dealing with anxiety, conflict or affect expressed by the counselee; they dealt with their own discomfort by attempting to stop the counselee from expressing himself by changing the topic or closing the interview.

There were, however, qualitative differences within the rating categories which would not show up on the statistical analysis. For example, a post "3" may be qualitatively better than a pre "3" and still only receive a "3" rating. On the Cognitive Accuracy Scale the qualitative change within category was noted by less use of stereotyped responses and meaningless counseling jargon. On the Confluence Rating Scale the change within category was noted by exchange of one formula for another. For example, the questioning person became the restating person.

What seemed to confound the problem of assessing change is the tendency of the post ratings to move toward the more neutral "2" or "3" categories. This may be due to the testing situation or to the training process whereby the trainee tends to take fewer risks and to be less spontaneous at the end of a practicum sequence. He tends to become a better technician but not necessarily more empathic, perhaps less empathic than he was at the beginning. There seems to be a tendency, either through training or testing, to reduce the "artist" to the "technician".

The empathic quality that was required in a response deserving of a "5" rating was the production of an accurate metaphor of the counselee statement. It may be that the production of metaphor is more intuitive and less conscious, hence requiring a greater degree of "artistry" of the counselor.

Metaphors are highly personal expressions. The metaphors we devised as multiple choice items in the Structured Response part of the Film Test may not have been acceptable to the respondent counselor. The metaphor offered in the Free Response part may not have been acceptable to the rater. Some experimentation was done with a pilot group where different metaphors were offered from those included in the Structured Response items. It did not seem to matter which metaphor was offered as long as it was a metaphor. Of course, we do not know whether the metaphor would have been acceptable to the counselee inasmuch as he could not respond.

Another problem with metaphor as a criterion for an empathic response on an instrument like the Film Test is the requirement that the respondent must offer a metaphor each time to each scene. There is no allowance for the metaphor that expresses the entire meaning of the counselee at any one time in the testing situation--expressing it so well that there is no need to continue or that movement is accelerated.

The requirement of metaphor as a criterion for empathy is probably less prone to experimental evaluation than the requirement of sound and appropriate counseling response without metaphor which would receive a "4" rather than a "5" rating on our instruments. The "technician" is more likely to produce the "4" responses while the "artist" is more likely to produce the "5" responses.

Training

The first question, then, we can ask is about the efficiency of television and film as a training technique. In this study, two audio-visual media were combined. The possibility of capturing the real situation with all of its nuances, shadings of meanings, complexity of interaction, was given us by the use of the videotape and closed circuit television remote control recording process. The kinescope provided the opportunity to transfer that which was captured onto film. Film editing techniques offered us the opportunity to rearrange the spontaneous and natural into logical testing, training and demonstration instruments. Through the combined use of these two media, departures into previously impossible testing and training procedures were made possible.

However, the end product of the Film Test and film exercises was as good as the kinescopic transfer procedure was dependable. The testimony of the students, reported earlier in this chapter, is clearly evidence of the satisfaction experienced with the film exercises and some of the frustation with a poor product. The use of the Film Test in testing the differentiation hypothesis is clear evidence of the efficacy of the combined use of television and film as a medium for the development of situational tests in the evaluation of complex relational skills. Thus, we can report with confidence and satisfaction that we have developed meaningful and useful new training instruments that will enhance the student's experience in learning to counsel. We say this with confidence, the inconclusive test of the change hypothesis notwithstanding.

The training exercises are a training technique that can be incorporated either into the Techniques of Counseling or the Practicum course. They may serve as a transition between pure concept acquisition and actual case work with a counselee. The film exercises have been used recently with small groups of trainees rather than with individual trainees.

There were other insights into the training process that were gleaned from this study: the comparison between the Type A and Type B practicum as well as comparison between full-time and part-time students. The experimental practicum groups participated in a Type A practicum (the counselee and counselor come to the laboratory under total university supervision); one control group participated in a Type B practicum (the counselor counsels in an actual school); another control group participated in a Type A practicum. Control A were students in full-time residence with intensive supervision and observation both by supervisors and by fellow counselors. They lived together, ate together, and talked counseling, in addition to doing actual counseling at least twice a week. While this training practicum lasted only six weeks, this group showed gain on the Film Test as well as on the Interview Rating Scale of Empathic Behavior evaluating the actual counseling interview performances. These students did not have the training exercises.

The experimental group, a Type A practicum group, showed gain on the Film Test but no gain on the Interview Rating Scale of Empathic Behavior while the control practicum group Type B showed no gain on the Film Test and a loss on the Interview Rating Scale. Experimental group Type A and control group Type B had comparable knowledge of counseling skills while control Type B generally knew less about general counseling skills and techniques than either the other control group or the experimental group.

We have here the opportunity to observe and compare not only the full-time with the part-time student but also the student who is part of a self-contained unit with a prescribed program within a larger college structure. The results favor the intensive full-time, self-contained approach to training of counseling.

Television and film training techniques contributed to the experience of the experimental Type A group. It probably would have benefitted also the control practicum groups, Types A and B. It would be a logical fallacy to compare a total educational experience with a particular educational technique. Perhaps this was one of the weaknesses in our original design attempt to compare an educational experience with a teaching technique. However, at the outset, we had planned a different approach to the control problem.

Problems of Control

In our proposal we planned to give the training technique of the Film Exercises within each educational experience to some of the trainees and not to others. This plan proved to be unfeasible for administrative reasons and due to certain changes within the structure of the coordinated program of guidance and school counseling at the City University of New York.

If this procedure could have been implemented as originally planned, there would have been no way of allowing for contamination between experimental and control groups working side by side. As it worked out, practicum supervisor and exercise supervisor were wary of communicating with each other but trainees communicated freely with each other about film exercise content; even when some were slightly ahead of the other, contamination would have been inevitable. Thus, administrative necessity saved us from having to account for contamination between control and experimental groups. However, from the preceding description of the control groups, it is evident that they do not satisfy even the general basic criterion of control groups. The only comparability that existed was the similarity of the control Type B and the experimental group, and the similarity in point of view and procedure of the supervisors.

The problem of establishing rigid controls in an actual training or counseling setting, where all kinds of options are exercised by counselors and counselees, where there are continual changes in personnel and programs, where administrative considerations simply cannot adhere to rigorous experimental standards, makes the problem of effective scientific controls extremely difficult. However, the expectation for statistically significant results to test hypotheses requires controls or the control of variables and conditions.

In the Film Test, where conditions of administration can be controlled, where the client does not vary, where the conditions for the respondent are constant, the hypothesized effect is statistically significant. In the full-time-student control group, where there is a minimum of interference of factors other than study and training, where the counselee intake is controlled and regulated and where the student's time and effort are entirely preëmpted by the course of study, where the physical conditions for counseling and supervision are optimal and where the motivation to study is supplemented by a weekly stipend, the statistical results are again to be found as hypothesized. However, in the case of the part-time student, who is torn by job responsibilities and fatigue, family obligations, strivings for scholastic attainment, anxiety about intensive practicum supervision, the statistical results are apt to be confounded by too many uncontrollable factors.

If representative training environments could be known and specified, perhaps the approach to research on the effectiveness of training techniques would be to study environments rather than to study students. In order to do this, two things are necessary: (1) More specific knowledge of the range of environments. (2) A sufficiently extensive laboratory setting whereby representative samples of students as well as environments could be studied simultaneously, under carefully controlled conditions, in their interaction with each other. Such a setting could provide a three-dimensional design accounting for student characteristics, specific educational techniques and educational climates.

The Standard Counselee

Up to now we have discussed differences in students of counseling, differences in concepts of empathy, differences in training methods and techniques of increasing empathy in counselors. These differences are partly known as a result of the use of the "standard counselee". A "standard counselee" in the training process seems to us to be a useful and successful innovation. The combined use of closed-circuit television and film makes possible the creation of a "standard counselee" who can be utilized for:

Testing counselor competencies.
Demonstrating different aspects of the counseling relationship, such as: readiness, rapport, resistance.
Studying counselor behavior, verbal and nonverbal reactions of counselor and counselee, progress in counseling.
Analysis of self-concept.
Analysis of developmental task.
Theoretical interpretation and application of different personality and counseling theories.
Case study techniques and methodology.
Any human interaction can be portrayed and preserved for study.

The use of combined closed-circuit television and film as a demonstration and teaching tool through the creation of a "standard counselee" is in a sense more important than consideration of closed-circuit television as a teaching medium. It is the utilization of the "standard counselee" and the simulation of the practicum experience that made the difference in the supervisory approach. The technique of the supervisor or his philosophy remained undeveloped but the new tool enabled him to be more flexible in his approach to supervision. In our opinion, the "standard counselee" supersedes any other demonstration.

The use of the "standard counselee" requires that the student submit to some gadgetry. This is true especially of the Language Laboratory Method used in the Free Response part of the Film Test and, to some extent, for the Film Exercises. Basically, there were three reactions to the gadgetry: those who submitted readily and willingly either out of conformity or a genuine interest in the experimental procedure - by far, the largest group; those who felt inhibited in their spontaneity by the gadgetry - by far, the smallest group; and those who were threatened by it. The "inhibited" group became angry while the "threatened" group became suspicious and critical of the procedure. The research and training process involving the "standard counselee" was found to be challenging, threatening, inhibiting, anger-arousing to different students in differing degrees.

Rater Behavior

If the "standard counselee" is a boon for the teacher and supervisor, a challenge and a trial to the student, "he" must be by now thoroughly repugnant to the raters. It is a testimony to their scientific objectivity and devotion to educational research that the raters persevered at the task as diligently as they did. It is estimated that each of the three raters on the second part of the Film Test had to make 21,000 separate decisions about confluence based on 800 repetitions of each of the 27 film scenes over a two-year period. The problem was intensified by the fact that at the outset of our training period we did not have concrete illustrations of our rating categories for the Rating Scale of Confluence. One rater states it as follows: "My feeling was that the points of the scale were unclear and were not anchored in concrete behaviors. I would like to have seen more illustrative material used to define the points on the scale". This problem, of course, is eliminated since we have approximately 800 separate responses to each scene on the Film Test.

The major problem in using the Rating Scale of Confluence is, of course, the definition of empathy and the definition of confluence as a vehicle for empathy. There are two problems here. Can confluence be measured or rated when there is no feedback from the counselee? As has been discussed earlier, we may have to consider convergence or congruence as a more appropriate term for assessing what the counselor does on the Film Test. The second question involves that of empathic potential and empathic performance. The raters had an opportunity to rate both potential and performance: the Film Test responses in Part II as measures of potential--in the light of the revision of confluence to convergence; and the Interview Rating Scale of Empathic Behavior as a measure of performance. One of the raters had this to say in relation to the two questions stated above:

> "Subjectively, I found the concept of confluence an elusive and difficult one to work with because of the many levels of inference involved. I don't want to overstate this--operationally, I often experienced no problem but, at times, the complexity of the decision process became very apparent. For example, on occasion it was difficult to decide how the response was likely to be perceived by the counselee, i.e. how the counselor's statement was going to be viewed by a sensitive adolescent boy. I found I had, in a sense, to try to step out of my own role and even to turn my back on some of my clinical background, to try to react to a counselor's statement with the perspective of the counselee.

I found I was also somewhat troubled by the fact that the same rating meant very different things in different instances. It was possible, for example, to get a low rating on the basis of the counselor's lack of understanding. It was similarly possible for the counselor to achieve a low rating on the basis of his rejection of the counselee's feelings. Now it seemed to me that these two types of responses yield clearly different implications and predictions about the two counselors; yet, of course, the ratings are the same. I would have preferred a more differentiated scale.

It also seemed to me that a good part of what we were trying to measure was a capacity for empathy. At times, it seemed that the counselors were unable to generate empathy; that they were simply deficient in this ability. At other times, it seemed that the counselors had indeed achieved an empathic understanding but that this was being masked by the role the counselor had chosen to play, i.e. many of the counselors elected to play an evaluatory or prescriptive role. Having made that decision, they were no longer free to use their empathic understanding. I found myself feeling subjectively uncomfortable in rating these individuals. I felt the scale was not adequately differentiating this latter kind of counselor from the former."

Three other questions occur in relation to the rater behavior. Were the raters consistent? Were they adhering to a 5-point scale? Did the rating categories have the same meaning to the raters as they did to the project staff? In answer to the first question a rater responds:

"Quite another problem may be raised with respect to the issue of whether the 5-point scale was appropriately used. I found myself giving very, very few ratings of '5' because I had the concept of a '5' rating as reflecting a very high degree of sensitivity and subtlety. Perhaps this was inappropriate for a beginning group and, therefore, perhaps a new scale--if one is to be used--should redefine the points of the scale somewhat more liberally. Still, I think my major recommendation would be to substitute a more differentiated scale in which the concept of confluence is broken down into certain component elements which would provide purer measures of the meaning of low ratings."

When the ratings are examined it seems, as has been already mentioned, that the raters did compress the scale into a 3-point scale. Categories 1 and 2 merged into a "1" rating; Categories 2 and 3 became a "2" rating, and Categories 4 and 5 became a "3" rating, as one rater describes:

"... some of the points of the scale seemed to be more readily definable than others. I rarely had difficulty, for example, in assigning a '4' rating but frequently had some difficulty in deciding a rating of '2' or '3'. I think some greater emphasis needs to be made with respect to separating these points of the scale".

In answer to the third question--whether the raters had the same frame of reference as the project staff--a series of decoy tapes were included in the samples of the actual taped responses. The decoy tapes consisted of responses by actors who were instructed to 1 counselors, 2 counselors, 3 counselors, etc. They were given as responses the items of Part III of the Film Test. The 1 counselor responded with a majority of the 1 items; the 5 counselor responded with a majority of the 5 items. The actors followed their instructions well. The raters tended to use a 3-point scale but agreed with the project staff about the direction of the items. Thus, the 1 responses were clearly rated as 1. The 2 and 3 actors were rated as 2; and the 4 and 5 actors were rated as 4.

The demand for a more clearly differentiated scale can now be met with the large pool of actual responses on the Free Response part of the Film Test.

While the Rating Scale of Confluence on the Film Test was a highly generalized scale presenting certain difficulties to the raters, the Interview Rating Scale of Empathic Behavior was a highly differentiated scale with clearly defined categories based on analysis of previous tapes and interview ratings which had a high degree of rater agreement. Here the problem became a different one: the scale seemed so well defined and so highly differentiated that the raters could not consider all factors and points in a twenty-minute portion of three noncontiguous intervals of a forty-five-minute interview.

In the Interview Rating Scale of Empathic Behavior, certain differences between raters were observed: One rater seemed to see consistently less change than another rater. Although both agreed on the direction of change where it occurred, they disagreed on the degree of change. One rater disagreed with the other two and with himself. This rater was eliminated from the statistical analysis of the data; however, even after he was eliminated, the reliability did not increase on the post occasion.

The raters rated the interviews of students beginning their practicum experience and ending their practicum experience. The counselee was not the same on the pre occasion as he was on the post occasion. If time had permitted and if the raters were available, it would have been possible to rate the fourth interview with each client.

One of the flaws in the rating system is that the assumption is made that the counselor is the sole "confluence producer". The only consideration given to the counselee as a factor in confluence is the judgment of the rater. It is the counselor's responsibility to offer empathy and produce confluence but the question of the counselee as a confluence-producing person remains unexplored and undefined and may well contribute to the lack of agreement among the raters. The differences in the confluence-producing aspect between practicums has already been discussed.

While the second ratings of one counselor with the same counselee were not obtained because of time and budget reasons, the comparison of ratings at the beginning of training and at the end of training--although the counselees are different--is defensible on the assumption that empathy is a generalized quality and that a counselor is obliged by training, experience and professional commitment to offer whatever empathy he can to all counselees equally well.

The dimensions of confluence--Tone, Pace, Strategy, Frame of Reference and Repertoire of Leads--intercorrelate as highly as in earlier findings. Agreement occurs in descending order: The highest correlations occur on Tone, the next highest on Pace, then Strategy, then Frame of Reference, then Repertoire of Leads; although in this study we used only total scores in our statistical analysis. Earlier findings--that different raters seem to use different dimensions on the Scale as their "anchor", give it the halo and then rate the other dimensions in terms of preferred dimensions--seem to be confirmed. This explains the apparently contradictory results of high intercorrelations of dimensions and statistical independence between dimensions. In order to provide insight into this, a large number of raters would have to rate noncontiguous intervals in a single interview on the Interview Rating Scale of Empathic Behavior. Then, only one rating per rater, per dimension, randomly selected, would be compared with a single rating by other raters similarly determined.

We still are not certain about the specific operational definition of confluence. In order to better understand the rating systems of confluence, the following analyses need to be done:

A systematic analysis of variance of rater differences.

A factor analysis of the dimensions of the Interview Rating Scale of Empathic Behavior.

More concrete illustrations and definitions of the rating categories of the Rating Scale of Confluence for the Free Response part of the Film Test.

Pre and Post Testing

A final comment in this chapter on the practice of pre and post testing to evaluate the effectiveness of a training technique or a training experience! Our results are conclusive about the film exercise effect on the Film Test and about the Lecture-Discussion-Demonstration method of teaching on performance on the Film Test. The less a student knows about counseling, the more growth he will show on the Film Test with training. We further seem to be able to say with some degree of confidence that sensitivity to feeling is increased as a result of the practicum experience. We seem to be equally able to express reserved confidence that the practicum experience increased the capacity of a counselor to predict the counselee. But three different practicums produce three distinctly different effects on what is most stressed in the training process--the capacity to relate to another person in an interview. Why might this be so?

It may be that the two testing occasions are not really comparable when it comes to so complex a process as the interaction in an interview, even when only one aspect is examined such as empathy. In the Film Exercises' and the Film Test's similarity of the task during testing and "learning", the sheltered and controlled setting of both could understandably create change effects in the desired direction. In both the Squires Empathy Test and the Q sorts, the task does not vary from occasion to occasion. Differences of simple response patterns are more aptly testable by the usual methods of statistical comparison.

But an interview requires a highly complex response pattern. Such a complex response pattern is deeply ingrained in the person. People who go into counseling and guidance, who take training in the field, are selected presumably because of particular response patterns that make them good relaters. *Their cognitive training--lectures, discussions, demonstrations, tests,* term papers--continues a long pattern of education and system of rewards, either reinforcing the personality pattern or leaving it untouched. None of these tasks--except for the acquisition of understanding of the counseling process, understanding of personality dynamics and structure, understanding of the developmental task--have much to do with what goes on in the interview. A graduate student, even in guidance, may receive an A in every course of his training program and not relate empathically at any time either to his instructors or his peers. His performance on the job is generally unknown except for highly unreliable initial recommendations.

Then he comes to the practicum. It is generally conveyed to him that this course is different from his previous courses. In fact, it is not a course at all--it is an experience. It is time consuming, anxiety producing, fraught with pressures. He is told, furthermore, that what is required is a look at oneself and at one's capacity to relate to others. He is left with the impression--if not actually told so--that whatever he finds out about himself in this process of introspection(with the help of the supervisor, to be sure), he must immediately incorporate into a highly complex dialogue with another person--the counselee--whom he barely knows. These demands are further compounded by a deeply felt service motive: he wants to be helpful to the counselee. The student enrolled in a practicum accepts all of these demands eagerly and appreciates the value of the learnings involved. If he is married, he has to continue his family obligations. As a part-time student, he must also cope with the pressures of his day-to-day professional activities in a school, often an urban school.

He is at the end of a training sequence, well rewarded by the usual academic rewards. Now, what he does, feels and knows is questioned. Help, of course, is offered by the supervisor, as well as protection. Still, he needs to unlearn in order to relearn and re-evaluate what he knows, does and feels, together with the supervisor. If the practicum experience is effective, then there has to be a certain amount of shakiness of behavior patterns at the end of the experience. This "shakiness" may be related to the concept of closure. When a student comes into the practicum, he has achieved some degree of closure as a result of the processes and conditions already described. However, he leaves the practicum with openness and tentativeness, without closure, with many new questions about himself and his relationships.

In comparing the two occasions, we may be comparing a well integrated pattern of relating based on many years of learning and experience with one which is less well integrated. A more appropriate occasion for posttesting or retesting might be some time after the practicum is completed.

The two occasions may not be comparable in other ways. The possible termination effect has already been discussed as a factor creating no change or negative change when it comes to the evaluation of the actual interview with the counselee. There is also the question of counselee-centeredness and situation-centeredness. Counselee-centeredness is a necessary condition for empathy and for counseling. All our instruments were developed on this assumption. But it is questionable whether the same degree of counselee-centeredness is necessary on the post occasion as on the pre occasion.

The condition of comparability of the instruments and rating systems on the pre and post occasions is probably an unrealistic assumption when it comes to evaluating training as well as counseling outcomes. In terms of the Interview Rating Scale of Empathic Behavior, it may be that different dimensions of the Scale have different weights and values on the pre-rating and post-rating occasions. Further study is clearly indicated but the results, so far, indicate that Tone and Frame of Reference seem to be more crucial dimensions at the outset of counseling while Pace and Strategy appear to be more crucial dimensions at the end of counseling. As far as Repertoire of Leads is concerned, leads designed to elicit feeling (Buchheimer & Balogh, 1961, p. 9) seem to be more appropriate at the beginning of counseling, while leads intended to facilitate action by the counselee seem to be more appropriate toward the end of counseling. As has already been indicated, the Interview Rating Scale of Empathic Behavior requires further analysis; the possibility of developing different weights for pre-ratings and post-ratings will be one of the first considerations.

Summary

In this chapter, speculations were offered and questions raised about the hypotheses tested, the variables used to test for empathic responsiveness, and the training process itself. The results in this research have stimulated a wealth of new questions and have suggested new approaches for study and research.

CHAPTER V. SUMMARY AND CONCLUSIONS

Empathy is defined simply as, "the ability to structure the world as another person sees it"; but it requires a complex series of measures to identify this ability.

Empathic Responsiveness

In order to evaluate empathy, we asked the subjects in this study--the counselors-in-training--to perform the following tasks:

1. To accurately match dramatic pictures with dramatic dialogue.
2. To make accurate prediction of certain self-feelings and self-evaluations of a counselee, and which of these the counselee wished were otherwise.
3. To make accurate assessment of an emotionally-charged pictorial interaction without negative projection, with appreciation of the counselor as well as the counselee.
4. To make a convergent response to a filmed scene of a "standard counselee" --as his counselor--expressing what was being said by the "counselee".
5. To recognize a convergent response from a series of less convergent alternatives.
6. To make a confluent series of confluent responses to an actual counselee.

These tasks represented different models of empathy: Task 1 represented an aesthetic model involving a psychological mechanism of introjection. Tasks 2 and 3 involved the model of prediction and the mechanism of projection. Tasks 4 and 6 involved the model of recipathy and required a complex pattern of behavior called confluence; while task 5 required the recognition of convergence. Tasks 3, 4 and 6 required the production of metaphor and task 5 required the recognition of metaphor. No one person performed these tasks with an equal degree of excellence. Nor do we know which of these tasks could become a criterion task for an empathic counselor. We conclude that confluence is more closely related to role-assumption and introjection than role-prediction and projection. Consequently, imitation and identification play a greater role in counselor empathy than attribution. Thus the findings of this study tend to support the theoretical concepts of Lipps, Allport, Murray, and Stewart rather than those of Cottrell and Dymond and Speroff.

The Empathic Person

Empathic persons are rare. They were found to be so in this study even though empathy is a required ability of those who wish to counsel. Training approaches--traditional, intensive and situational--improve different tasks required of the empathic person. A person observed to be empathic possesses the following characteristics:

1. He genuinely likes people.
2. He is spontaneous in self-expression.
3. He is self-critical without being self-deprecating.
4. He is resourceful, creative and original in meeting day-to-day tasks and situations.
5. He may or may not be anxious but he is able to cope with his anxiety and tensions.
6. He is willing to experiment, to test various approaches to life's problems and needs.

However, this person does not always perform on the measures purported to be tests of empathy. There does seem to be a difference between an "artist" and a "technician" when it comes to the expression of empathic ability. The "technician" shows greater growth than the "artist" on the variables that measure empathic abilities and responsiveness. He also shows a greater responsiveness to training in this quality.

The Empathic Milieu

Schools do not seem to be an empathic milieu. This conclusion is reached from listening to the interviews of the control practicum group that changed in a negative direction. Instead of the counselor "assuming the role of the counselee", the counselee was continually asked to adjust and accommodate to the situation. Counselors interpreted their role and acted as if they needed to make the counselee do something that the school required of him. These demands were often made in terms of the need of the school or the situation rather than in terms of the need or interest of the counselee. Hence there appeared to be less confluence at the end of a counseling sequence than at the beginning.

If the assumption is true, that an empathic milieu creates empathy, then the kind of training setting whereby people live together, get to know each other well, have the opportunity to acquire skills and knowledge involving many different levels of communication, would be the most empathic training milieu. This conclusion is consistent with our findings and also consistent with certain European sociological concepts of empathy: that Einfühling (empathy) is a function of Einleben (that is, to live together within a culture different from one's own in order to understand it). Training, even in the most empathic milieu, needs to be evaluated in terms of the integration and re-integration of complex behavior patterns required in counseling. Timing of the evaluation of the effect of the milieu needs to be studied further.

Individuals with different empathic potential may also need different types of training. Individuals rated at the upper end of the scales measuring empathic behavior or potential may profit more from a highly empathic milieu while those who are rated at the lower end of the scales may need techniques such as the Film Exercises developed by this study prior to their entry into an empathic milieu.

Suggestions for Further Study

The data gathered during the course of this study may be utilized for additional analysis in a number of different ways. Factor analysis of all the empathy variables would provide a more conclusive picture of the dimensions of empathic responsiveness. Included in such a factor analysis would be the Film Test variables, the Interview Rating Scale of Empathic Behavior, and any additional data gathered from other measures of empathy. Such an analysis would suggest whether empathy is a unitary trait, a set of specific related factors, or unrelated processes sharing only a fundamental concept.

The Film Test needs to be validated with performance criteria. Various measures of counselor competence could be utilized to ascertain the extent to which the Film Test measures empathic ability and the extent to which it measures a more general set of counselor relationship and technical abilities. The results of such an analysis could be subjected to cross-validation on a new sample or the present sample could be split to provide the two validation groups.

Content analysis of the Free Response part of the Film Test and of the tape-recorded supervisory film exercise sessions could be undertaken. Accomplishing these two analyses would give us a greater understanding of the modes of responding and of changes in responding as a result of training and supervision.

There is a sufficient amount of unused counseling interactions on videotape and kinescope to develop an alternate form of the Film Test. There is also a considerable amount of material from which additional film exercises and demonstration films might be created.

Suggestions for Use of Procedures and Instruments Developed by this Project

We found that recording of counseling by remote control over a closed-circuit network can be adopted as a standard procedure for preserving significant and meaningful human interactions for purposes of teaching and demonstration. With sensitive editing procedures developed during the conduct of this project, these human interactions may be so arranged to develop thematic content and continuity without regard to time. Thus, any aspect of human relationship may be portrayed accurately and intensively. Through the use of these media and the related editing process, the products of our study may be used in the following way:

The Film Test

Pending further refinement and analysis, this instrument may be used for counselor selection, the evaluation of counseling growth, and as a possible criterion measure for the evaluation of counselor training.

The Film Exercises

In their present form, these exercises may be used as a simulated practicum experience either in conjunction with the practicum--as was the case in this study--or as a prepracticum activity. They may be used as a transition experience between the lecture-discussion-demonstration method--as a demonstration and discussion tool--and the practicum method. They may be used with small groups or large groups.

Whether the Film Exercises are used with individuals, small groups or large groups, there must be an opportunity for the learner to respond individually so that he can make a response uninfluenced by peers or supervisors. These responses may be made to the supervisor directly, into a tape recorder, or on paper. The Film Exercises provide ample opportunity for discussion and illustration of counseling. There is a wide range of possibilities for inferences and counseling leads.

The Rating Scales

Three useful rating systems were established and developed by this study, all bearing on the relationship between empathic behavior and empathic potential. All need further analysis and refinement:

The Rating Scale of Cognitive Accuracy is a projective instrument which could be used as a measure for any situation where constructive projection is required and where graphic materials are presented portraying intergroup or interpersonal relationships.

The Convergence Rating Scale (formerly known as Confluence Rating Scale) is a measure of recognition of metaphor or production of metaphor and divergence from metaphor through technical competence, neutral involvement, other-orientedness, and situation-orientedness.

The Interview Rating Scale of Confluence in Counseling (formerly known as the Interview Rating Scale of Empathic Behavior) is a rating system for any process involving the study of the counseling or therapeutic relationship.

Summary

In summary, this research tends to confirm some of the earlier concepts of empathy by Lipps, Murray and David Stewart in that empathy in counseling seems to be concerned with imitation, identification and positive projection. It does not confirm the concept that empathy in counseling is akin to prediction. The relationship of empathy variables is not clearly established. The development of a concept as complex as empathy, as it applies to the counseling process, appears to involve four stages:

1. Understanding of counseling principles.
2. Understanding of the counselee.
3. Cognitive recognition of affect.
4. Skill in communicating this recognition.

The training process studied in the conduct of this research seems to indicate that many different teaching techniques contribute to the former two stages, while the latter two stages seem to be affected most by a milieu free of personal threat which provides a total involvement in the learning task at hand.

New instruments to measure empathic behavior and potential were developed relying heavily on the assumption that confluence in counseling is the expression of the counselor's empathic ability and potential. Measures of confluence and cognitive accuracy were applied to responses made by counselors-in-training to a standard counselee produced from actual counseling interviews recorded on videotapes and kinescopes. Seven 16mm films were developed from videotapes and kinescopes as training exercises in counseling.

PRECEDING PAGE BLANK- NOT FILMED

REFERENCES

Abel, F.P., "Use of Closed-Circuit Television in Teacher Education: Relationship to Achievement and Subject Matter Understanding", Unpub. Ph.D. dissertation, U. of Minn., Minneapolis, 1960.

Abeles, N., "A Study of Characteristics of Counselor Trainees", Dissert. Abstr., 1958, 18, 2204-5.

Abrams, F., "A Q-Technique Instrument to Determine the Self-Concept", Unpub. paper, School of Education, The City College, New York, 1957.

Adler, A., The Individual Psychology of Alfred Adler, Ansbacher & Ansbacher, Eds., New York: Basic Books, 1956.

Allport, G.W., Personality, New York: Henry Holt, 1937.

Alpert, H., "The Relationship of Empathy to Reading Comprehension in Selected Content Fields", Dissert. Abstr., 1955, 15, 2093.

Arbuckle, D.S., "Five Philosophical Issues in Counseling", J. Counsel. Psychol., 1958, 5, 211-215.

________ & Wicas, E.A., "The Development of an Instrument for the Measurement of Counseling Perceptions", J. Counsel. Psychol., 1957, 4 (4), 304-312.

Astin, H.S., "A Comparative Study of the Situational and Predictive Approaches to the Measurement of Empathy", Dissert. Abstr., 1958, 18 (3), 1091-2).

Baker, B.O. & Block, J., "Predictability and Predictive Ability as Functions of Personality Style and Self-Criticality", Amer. Psychol., 1955, 10, 346, (abstract).

Becker, H., "Empathy, Sympathy and Scheler", Intern'l J. Sociometry & Sociatry, 1956, 1, 15.

Bell, G. & Hall, H.E., Jr., "The Relationship Between Leadership and Empathy", J. Abnorm. & Social Psychol., 1954, 49, 156-7.

Bender, I.E. & Hastorf, A.H., "On Measuring Generalized Empathic Ability", J. Abnorm. & Social Psychol., 1953, 48, 503-6.

Berger, S.M., "Conditioning Through Vicarious Instigation", Psychol. Rev., 1962, 69 (5), 450-66.

Berlew, D.E., (Wesleyan U.), "Interpersonal Sensitivity and Motive Strength", J. Abnorm. Soc. Psychol., 1961, 63, (2), 390-4.

Blackman, N., Smith, K., Brockman, J. & Stern, J.A., "The Development of Empathy in Male Schizophrenics", The Psychiatric Quart., 1958, 32.

Brammer, L.M., & Shostrom, R.L., Therapeutic Psychology, Engelwood Cliffs, N.J.: Prentice-Hall, 1960, xvii-447.

Bronfenbrenner, U., Harding, J. and Gallway, M., "The Measurement of Skill in Social Perception", Talent and Society, (McClelland, D., Baldwin, A., Bronfenbrenner, U. & Strodbeck, F.) Princeton, N.J.: Van Nostrand & Co., 1958, 29-108.

Buchheimer, A., "Counseling as an Intervening Process", Who Am I?, New England Personnel & Guid. Assn., Boston, Mass., 1961.

________, "The Counseling Interview on Kinescope: A Closer Look at the Process--Training Aspects", presented at Amer. School Couns. Assn., Boston, Mass., April, 1963.

________, "The Development of Ideas about Empathy", J. Counsel. Psychol., Spring, 1963.

________, "Didactic Approaches to Awareness", presented at a symposium Cognitive-Affective Approaches to Practicum Supervision, at Amer. Psychol. Assn. Convention, Cincinnati, Ohio, Sept., 1959.

________, "Empathy in Counseling, presented at Amer. Personnel & Guidance Assn., Denver, Colo., 1961. (With comments and discussion by Cartwright, R. Dymond.

________, "Empathy: From Lipps to Lifton", (mimeo), March 1961, Guidance Laboratory, Div. of Teacher Education, Board of Higher Education of the City of New York.

________, "Group Procedures in Supervision", presented at Amer. Personnel & Guid. Assn., San Francisco, 1964.

________, "Handbook for Trainees", Div. of Teacher Education, Board of Higher Education of the City of New York, (Mimeo), May 1958, Rev.

________, "The Laboratory Practicum", Unpublished paper, 1964.

________, "The Simulated Practicum", presented at Amer. Personnel & Guidance Assn., Minneapolis, Minn., April 1965.

________, & Balogh, S.C., The Counseling Relationship-A Case Book, Chicago: Science Research Assoc., 1961.

________, Goodman, J. & Sircus, G., "Variations of Cognitive Style and Counseling Style", Unpub. paper of a Research Proposal, The City University of New York.

________, & Carter, S., "An Analysis of Empathic Behavior of Counselor Trainees in a Laboratory Practicum", Amer. Psychologist, Sept. 1958, 352 (abstract).

________, & Katz, B., "A Comparison of Counselor and Counselee Q Sorts Before and After Counseling", presented at Amer. Psychol. Assn., St. Louis, Mo., Sept., 1962.

________, Katz, B. & Balogh, S.C., "A Rating Scale of Empathic Behavior", (Mimeo), March 1961, Guidance Laboratory, Division of Teacher Education, Board of Higher Education, City of New York.

________, Katz, B. & Sircus, G., "A Rating Scale of Empathic Behavior", unpublished paper, 1963.

Chambers, F.M., "Empathy and Scholastic Success", Personnel & Guid. J., 1957, 36, 282-4.

Chapman, R.L., Kennedy, J.L., Newell, A. & Biel, W.C., "The System Research Laboratory's Air Defense Experiments", Management Science, 5, (3), 250-69.

Clauss, L.F., "Methode und Praxis des Mitlebens in der Pscyhologie", Journalblatt der Psychologie, 1953, 1, 454-63.

Cottrell, L.W., "Some Neglected Problems in Social Psychology", Amer. Sociol. Review, 1950, 15, (6), 705-13.

________, & Dymond, R.F., "The Empathic Responses - A Neglected Field for Research", Psychiatry, 1949, 12, 355-9.

Coutu, W., "Role-Playing vs. Role-Taking: An Appeal for Clarification", Amer. Soc. Review, 1951, 16, (2).

Cowden, R.C., "Empathy or Projection", Journal of Clinical Psychol., 1955, 11, 188-90.

Creaser, W.B., "Enthusiasm: Prescription for Successful Epileptic Counseling", J. Rehabilit., 1962, 28 (3), 15-16.

Cronbach, L.J., "The Two Disciplines of Scientific Psychology", The American Psychol., Nov. 1957, 12, 671-84.

________, "Processes Affecting Scores on 'Understanding of Others' and 'Assumed Similarity'", Psychol. Bulletin, May 1955, 52 (3), 177-93.

Daane, C.J. & Schmidt, L.G., "Empathy and Personality Variables", Journal of Educational Research, 1957, 51, 129-35.

Dightman, C.R. & Fahrion, S.L., "An Experimental Approach to the Study of Empathy", Proc. Mont. Acad. Sci., 1962, 21, 124-31.

Dixon, W.R. & Morse, W.C., "The Prediction of Teaching Performance Empathic Potential", J. Teacher Educ., 1961, 12, 322-9.

Dymond, R. F., "A Preliminary Investigation of the Relation of Insight and Empathy", J. of Consult. Psychol., 1948, 12, 228-33.

________, "A Scale for the Measurement of Empathic Ability", J. Consult. Psychol., 1949, 13, 127-33.

________, Hughes, A.S. & Raabs, V.L., "Measurable Changes in Empathy with Age", J. Consult. Psychol., 1952, 16, 202-6.

Ebel, R. L., "Estimation of the Reliability of Ratings", Psychometrika, 1951, 16, 407-24.

Engelhart, M. D., "A Method of Estimating the Reliability of Ratings Compared with Certain Methods of Estimating the Reliability of Tests", Educ. & Psychol. Measurement, 1959, 19 (4), 579-88.

English, H. B. & English, A. C., A Comprehensive Dictionary of Psychological and Psychoanalytical Terms, Longmans Green & Co., New York, 1958, 178, 357.

Ferreira, A. J., "Empathy and the Bridge Function of the Ego", J. Amer. Psychoanalytical Assn., 1961, 9, 91-105.

Fiedler, F. E., "A Comparison of Therapeutic Relationships in Psychoanalytic, Non-Directive, and Adlerian Therapy", J. Consult, Psychol., 1950, 14, 436-45.

________, "Assumed Similarity as Predictors of Team Effectiveness", J. Abnorm. & Social Psychol., 1954, 49, 381-8.

Fischer, R.A. & Yates, F., Statistical Tables for Biological, Agricultural and Medical Research, New York: Hofner Publ., 1957.

Fleishman, E.A. & Salter, J.A., "Relation between the Leader's Behavior and his Empathy Toward Subordinates", J. Indust. Psychol., 1963, 1 (3), 79-84.

Foa, U. G., "Empathy or Behavioral Transparency?", J. Abnorm. and Social Psychol., 1958, 56, 62-6.

Fulton, W. R. & Rupiper, O. J., Selected Vicarious Experiences Versus Direct Observational Experiences of Pre-Service Teachers in the Foundation Areas of Professional Preparation At the University of Oklahoma, Norman, Okla.: U. of Okla., 1961.

Gage, N. L., "Explorations in the Understanding of Others", Educ. & Psychol. Measurement, 1953, 13, 14-26.

________, & Cronbach, L. J., "Conceptual and Methodological Problems in Interpersonal Perception", Psychol. Review, 1955, 55 (62), 411-22.

Gardner, R. W., Holzman, P. S., Klein, G. S., Linton, H. B. & Spence, D. P., "Cognitive Control: A Study of Individual Consistencies in Cognitive Behavior", Psychol. Issues, I (4), 1-195.

Gellin, E. S., "Organizational Characteristics of Social Judgment: A Developmental Investigation", J of Personality, 1958, 16, 139-54.

Golden, L. M., "An Inquiry Into Empathy and a Consideration of the Relationships into Insight, Adjustment, and Autonomy-Conformity and the Possible Influence of Sociocultural Expectations of Sex and Career", Dissert. Abstr., 1964, 24 (7), 2999.

Goldstein, L., "Empathy and Its Relationship to Personality Factors and Personality Organization", Dissert. Abstr., 1962, 22 (12), 4402-3.

Gompertz, K., "The Relation of Empathy to Effective Communication", Jour. Quarterly, 1960, 37, (4), 533-46.

Gould, O. E., "The Character of Observation Under Closed-Circuit Television, Classroom Visitation, and Instructional Films in an Introductory Education Course", Unpub. doctoral dissertation, 1960.

Gropper, G. L. & Lumsdaine, A. A., An Experimental Evaluation of the Contribution of Sequencing, Pretesting, and Active Student Response to the Effectiveness of "Programmed" TV Instruction. Pittsburgh: American Institute for Research, 1961.

Gruhle, H. W., Verstehen und Einfuhlen, Berline, Springen, 1953.

Guilford, J. P., Psychometric Methods, New York: McGraw-Hill, 1954.

Halpern, H.M., "Empathy, Similarity and Self-Satisfaction", J. Consult. Psychol., 1955, 19, 449-52.

________, & Lesser, L.N., "Empathy in Infants, Adults and Psychotherapists, Psychoanalysis, Psychoanalytic Review, 1960, 47, 32-42.

Hastorf, A.H. & Bender, I.E., "A Caution Respecting the Measurement of Empathic Ability", J. Abnorm. & Social Psychol., 1952, 47, 574-6.

Hastorf, A.H., Bender, I.E. & Weintraub, D.J., "The Influence of Response Patterns on the Refined Empathy Score", J. Abnorm. & Social Psychol., 1955, 51, 341-3.

Hawkes, G.R. & Egbert, R.L., "Personal Values and the Empathic Response: Their Inter-Relationships", J. Educ. Psychol., 1954, 45, 469-76.

Hayden, S., "Some Behavioral Correlates of Empathy", Dissert. Abstracts, 1955, 15, 875-6.

Heidbreder, E., Seven Psychologies, New York: Appleton-Century-Crofts, Inc., 1933.

Helfand, I., "Role-Playing in Schizophrenia: A Study of Empathy", Dissert. Abstracts, 1955, 15, 1117.

Heller, K., Meyers, R.A. & Kline, L.V., "Interviewer Behavior as a Function of Standardized Client Roles", J. Consult. Psychol., 1963, 27, 117-22.

Henderson, R.C., "The Relationship of Several Social-Psychological Variables to Empathic Ability", Dissert. Abstr., #63-2502, p. 3548.

Hinsie, L.E. & Shatzky, J., Psychiatric Dictionary, New York: Oxford University Press, 1953.

Hoffman, A.E., "An Analysis of Counselor Sub-roles", J. Counsel. Psychol., 6 (1), Spring 1959, 63-7.

Hoskins, R.G., The Biology of Schizophrenia, New York: Norton & Co., 1946.

Hoyt, C., "Test Reliability Estimated by Analysis of Variance", Psychometrika, 1941, 6,

Hutchinson, E.D., "Varieties of Insight in Humans", In a Study of Interpersonal Relations, (Ed. P. Mullahy), New York: Grove Press, 1949.

Jackson, W. & Carr, A.C., "Empathic Ability in Normals & Schizophrenics", J. Abnor. and Social Psychol., 1955, 51, 79-82.

Kagan, N., Krathwohl, D. & Miller, R., "Simulated Recall in Therapy Using Videotape: A Case Study", J. Counsel. Psychol., 1963, 10, 237-43.

Katz, B., "Predictive and Behavioral Empathy and Client Change in Short-Term Counseling", Unpub. doctoral dissertation, New York University, N. Y., 1962.

Kennedy, P.M., Acceptance of Self and Acceptance of Others as Interdependent Variables in Interpersonal Relations, Washington, D.C.: Catholic University Press, 1958.

Kerr, W.A. & Speroff, B.J., "Validation and Evaluation of Empathy Test", J. of Gen. Psychol., 1954, 50, 269-276.

________, ________, The Empathy Test, Psychometric Affiliates, 1955.

Kersh, B.Y., "Simulation in Teacher Education", presented at symposium Programmed Learning & Teacher Education, at the American Psych. Conv., St. Louis, 1962.

Kimble, G.A. & Wulff, J.J., "The Effects of 'Response Guidance' on the Value of Audience Participation in Training Film Instruction", Human Factors Operations Research Laboratories, USAF, Report #35, Audio-Visual Communication Rev., 1953, 1, 292-3, (abstract).

Kohut, H., "Introspection, Empathy and Psychoanalysis: An Examination of the Relationship between Mode of Observation and Theory", J. Amer. Psychoanalyt. Assn., 1959, 7, 459-83.

Lair, C.V., "Empathy and its Relation to Stimulus Meaning", J. Clinical Psychol., 1958, 14, 175-77.

Layton, W.L., "Constructs and Communication in Counseling: A Limited Theory", J. Counsel. Psychol., 1961, 8, 3-7.

Lemaine, J.M., "L'Empathie et les Problemes de la Perception d'Autrui", Annee Psychologie, 1959, 59, 143-61.

Lesser, W. M., "The Relationship Between Counseling Progress and Empathic Understanding", J. Counsel. Psychol., 1961, 8 (4), 330-6.

Lewis, M. N. & Spilka, B., "Sociometric Choice Status, Empathy, Assimilative and Disowning Projection", Psychol. Rec., 1960, 10, 95-100.

Lifton, W. M., "The Role of Empathy and Aesthetic Sensitivity in Counseling" (with comment by R. D. Cartwright), J. Counsel. Psychol., 1956, 5, 267-75.

Lipps, T., Leitfaden der Psychologie, Leipsig: W. Engelman, 1909.

________, "Das Wissen vom Fremden Ichen", Psychologischen Untersuchungen, 1907, 694-722.

Lowie, R. H., "Empathy or Seeing from Within", Culture in History, (Ed., S. Diamond) New York: Columbia University Press, 1960.

Luchins, A. S., "Variational Approach to Empathy", J. Soc. Psychol., 1957, 45, 11-18.

Lundy, R. M., "Assimilative Projective Accuracy of Prediction in Interpersonal Perception", J. Abnorm. & Social Psychol., 1956, 52, 33-38.

Maddaloni, A., "The Meaning of Empathy", Amer. Image, 1961, 18, 21-33.

Mahoney, S. C. "The Literature Empathy Test: Development of a Procedure for Differentiating between 'Good Empathizers'", Dissert. Abstract, 1960, 21, 674.

Marwell, G., Problems of Operational Definitions of Empathy, 'Identification' and Related Concepts", J. Counsel. Soc. Psychol., 1964, 63 (1), 87-102.

Mathewson, R. H. & Stanicki, M. J., Technical Report of the Director, NDEA Counseling and Guidance Training Institute, The City University of New York, N. Y., 1963.

McClelland, D. C., Baldwin, A. L., Bronfenbrenner, U. & Strodbeck, F. L., Talent and Society, Princeton, N. J.: Van Nostrand & Co., 1958, Chapter II.

Meehl, P. E., "The Cognitive Activity of the Clinician", Amer. Psychologist, Jan. 1960, 15, 19-27.

________ & MacCorquodale, K., "Operational Validity of Intervening Constructs", Psychological Theory (M. H. Marx), New York: Macmillan, 1951.

Milgram, N. A., "Cognitive and Empathic Factors in Role-Taking by Schizophrenic and Brain Damaged Patients", J. Abnorm. Soc. Psychol., 1960, 60, 219-224.

Mueller, W. J. and Rothney, J. W. M., "Comparisons of Selected Descriptive and Predictive Statements of Superior Students, Their Parents, and Their Teachers", Personnel Guid. J., 1960, 38, 621-25.

Murphy, G., Historical Introduction to Modern Psychol., New York: Harcourt Brace, 1949.

Murray, H. A., et al, Explorations in Personality, New York: Oxford University Press, 1938.

Neale, D. C., "Observation by Closed Circuit Television, Kinescope and Classroom Visitation in an Introductory Education Course", Unpub. doctoral dissertation, 1961.

Nearing, C. L., "The Use of Kinescope Recordings for Observation of Classroom Situations in a Beginning Teacher Training Course", Unpub. doctoral dissertation, 1962.

Norman, R. D. & Ainswork, P., "The Relationships Among Projection, Empathy, Reality and Adjustment, Operationally Defined", J. Consult. Psychol., 1954, 18, 53-58.

________, R. D. & Leiding, W. C., "Relationship between Measures of Individual and Mass Empathy", J. Consult. Psychol., 1956, 20, 79-82.

Painter, W. I., Production and Use of Classrooms on Film versus Traditional Observations in Teacher Education, Akron, Ohio: University of Akron, 1961.

Parker, C. A., "Empathy", Personnel and Guid. J., 1955, 33, 89-93.

Patrick, R. B., "The Measurement of the Effectiveness of the Documentary Sound-Film as a Supplement in the Teaching of Method to College Students being Prepared to Teach in the Secondary Schools", USOE Grant, University Park: Penna. State U., 1958.

Patterson, C. H., "A Note on the Construct Validity of the Concept of Empathy", Personnel and Guidance J., 1962, 40 (9), 803-6.

Pierson, G. A., Counselor Education in Regular Session Institutes, National Defense Counseling and Guidance Training Institutes Program, 1964.

Pilkey, O., Goldman, M., & Kleinman, B., "Psychodrama and Empathic Ability in the Mentally Retarded:, Amer. J. Ment. Defic., 1961, 65, 595-605.

Pokorny, R.R., "Uber die 'Einfuhlung'", Schweiz, Z. Psychol. Anwend., 1959, 18, 112-32.

Porter, E.W., An Introduction to Therapeutic Counseling, Boston: Houghton Mifflin, 1950., p. xi-223.

Reid, J.C. & MacLennan, D.W., "Abstracts of Research on Instructional Television and Film", 1964, Unpub. manuscript.

Rioch, M.J., "The Meaning of Martin Buber's 'Elements of the Inter-Human' for the Practice of Psychotherapy", Psychiatry, 1960, 23, 137-40.

Roberts, A.F., & Johnson, D.M., "Some Factors Related to the Perception of Funniness in Humor Stimuli!', J. Soc. Psychol., 1957, 46, 57-63.

Robinson, F.P., "The Dynamics of Communication in Counseling", J.Counsel. Psychol., 1955, 2 (3), 163-9.

________, Principles and Procedures in Student Counseling, New York: Harper & Brothers, 1950, x-321.

Rogers, C.R., "Characteristics of a Helping Relationship", Personnel and Guid. J., 1958, 37, 6-16.

__________, Client-Centered Therapy, Boston, Houghton Mifflin, 1951.

__________, "The Interpersonal Relationships: The Core of Guidance", Harvard Educ. Rev., 32 (4, Fall, 1962, 416-29.

Rose, G., Frankel, N., & Kerr, W., "Empathic and Sociometric Status Among Young Teen-Agers", J. Genetic Psychol., 1959, 89, 277-8.

Ruesch, J., Therapeutic Communication, New York; W.W. Norton, 1961.

Russell, P.D., & Snyder, W.U., "Counselor Anxiety in Relation to Amount of Clinical Experience and Quality of Affect Demonstrated by Clients", J. Consult. Psychol., 1963. 27, 358-363.

Sanborn, K.O. & McGuire, C., "Empathic Ability as a Function of Similarity and Motor Response:", Amer. Psychol., 1955, 10, 346.

Santavicca, G.G., "A Summary of a Study Concerning Supervised Experience and Selection of Counselor Trainees", Unpub. paper, Oxford, Ohio, 1958.

Schafer, R., "Generative Empathy in the Treatment Situation!', Psychoanal. Quart., 1959, 28, 342-73.

Schiff, S.B. & Reivich, R., "The Use of Television as an Aid to Psychotherapy", Archives of General Psychology, 1964, 10 (1), 84-88.

Schueler, H., Gold, M.J., & Mitzel, H.E., "The Use of Television for Improving Teacher Training and for Improving Measures of Student-Teaching Performance", New York: Hunter College of the City University of New York, 1962.

Schwebel, M., Karr, L. & Slotkin, H., "Counselor Relationship Competence: A Unifying Concept applied to Counselor Trainees"., Educ. and Psychol. Measurement, 1959, 19 (4) 515-36.

Sircus, G., "The Counseling Process: A Closer Look--The Research Aspects", presented at the Amer. School Counselors Assn., Boston, Mass., April 1963.

Snyder, W.U, & Snyder B., The Psychotherapy Relationship, New York: Macmillan, 1961.

Sorenson, A.G., Sheldon, M.S., "On the Use of Q Methodology in Educational Evaluation' and Research", S.P.-135 System Development Corp., Santa Monica, Calif., Dec. 1959.

Speal, S.A., "The Relationship of Phenomenological Empathy to Certain Personality and Interpersonal Variables", Dissertation Abstract, 1960, 21, 675.

Speroff, B.J., "Empathy and Role Reversal as Factors in Industrial Harmony", J. Soc. Psychol. 1953, 37, 117-20.

Spilka, B. & Lewis, M., "Empathy, Assimilative Projection and Disowning Projection", Psychol. Rec., 1959, 9, 99-102.

Squires, S.I., "The Construction and Evaluation of a Test Designed to Measure Aesthetic Perception of Televised Drama", unpub. doctoral dissertation, Boston U., 1956.

__________, "The Counseling Process: A Closer Look--Technological Aspects", presented at the Amer. School Counselors Assn., Boston, Mass., April 1963.

Stephenson, W., The Study of Behavior, Chicago: U. of Chicago Press, 1953.

Stewart, D.A., "Psychogenesis of Empathy", Psychoanalytic Rev., 1954, 41, 216-28.

__________, 'Empathy, Common Ground of Ethics and Personality Theory", Psychoanal. Rev., 1955, 43, 131-41.

__________, Preface to Empathy, New York: Philosophical Library, 1956.

Strayer, F.K., "Empathy and Social Perception", U. Southern Calif., Dissert. Abs., 1960, 21, 244.

Streitfeld, W.J., "Expressed Acceptance of Self and Others in Psychotherapists", Dissertation Abstracts, 1958, 19, 176.

Struk, O. & Reed, K.E., "The Learning of Empathy: A Pilot Study", J. Pastoral Care, 1960, 14, 44-48.

Strupp, H.H., Psychotherapists in Action, New York: Grune and Stratton, 1960.

__________, "The Performance of Psychiatrists and Psychologists in a Therapeutic Interview" J. Clin. Psychol., 1958, 14, 219-26.

__________, & Jenkins, J.W., "The Development of Six Sound Motion Pictures Simulating Psychotherapeutic Situations", J. Nerv. Ment. Dis., 1963, 136, 317-28.

Taft, R., "The Ability to Judge People", Psychol. Bulletin, 1955, 52, 1-21.

Toomey, L.C., "Factors Affecting Empathic Performance", Dissert. Abs., 1962, 22 (8), 2880.

Tryon, R.C., "Reliability and Behavior Domain Validity: Reformulation and Historical Critique" Psychol. Bulletin, 1957, 54, 229-49.

University Council for Educational Administration, Simulation in Administrative Training, Columbus, Ohio: UCEA, 1960.

Van Buren, J.D., "An Assessment of the Relationship Between the Capacity to Empathize and the Emotional Maturity of a Group of Counselor-Trainees.", Dissert. Abs., 1963, 25 (3), 1763.

van Kaam, A.L., "The Feeling of Being Understood", J. Ind. Psychol., 1959, 15 (1).

Volkelt, H., (Bietigheim, Ger.), "Simultangestalten, Verlaufgestalten und 'Einfuhlung'", (Simultaneous Gestalts, Successive Gestalts, and 'Empathy'), Z. exp. angew. Psychol., 1959, 6, 357-71.

Walz, G.R. & Johnson, J.H., "Counselors Look at Themselves on Videotape", J. Counsel. Psychol., 1963, 10 (3), 232-36.

Wedberg, D.P., A Comparative Investigation of the Instructional and Administrative Efficiency of Various Observational Techniques in the Introductory Course in Education, Los Angeles: U. of Southern Calif. Press, 1963.

Weinstein, M. & McCandless, F.D., "Empathic Communication and Anxiety In Medical Students", Mental Hygiene, 1959, 43, 526-31.

Weintraub, R., "The Effects of Short-Term Counseling on the Correlation Between Self and Ideal Image", Unpub. paper, School of Educ., City College, N.Y., 1959.

Winer, B.J., Statistical Principles in Experimental Design, McGraw-Hill, 1962.

Winnicott, C., "The Development of Insight", Sociol. Rev. Monogr., 1959, 2, 25-36.

Worringer, W., Abstraction and Empathy, New York: International Universities Press, 1953.

Wylie, R.E., The Self Concept, Omaha: The University of Nebraska Press, 1961.

Zeleznik, C., "The Role of Empathy in Science: Measurement and Control", Kylos, International Review for Social Sciences, 1957, 10.

PRECEDING PAGE BLANK- NOT FILMED

APPENDIX

Because of limitations of time, space and finances, items ordinarily included in the appendix are not included here but are available on request. They are:

A sample of a release form for counselors.

A sample of a release form for parents of counselors.

Sample letters of explanation of the Project to referring counselors in schools, counselees and their parents.

A schedule of Recording of Interviews.

An Editorial Flow Chart for the Film Test and the Film Exercises.

Specifications for the Language Laboratory.

Administration of the Film Test Booklet.

A list of items contained in the Q sort.

A sample of a Supervisory Rating Scale (developed but not used in this project).

The listings of initial and raw data (IBM printouts).